

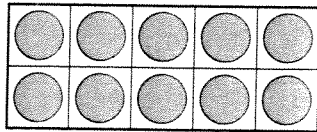
Making Numbers 11 to 20

Reaching

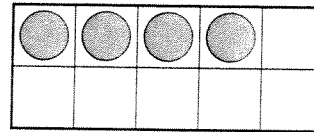
11-1

Write each number as 10 and some left over.

This shows 10.

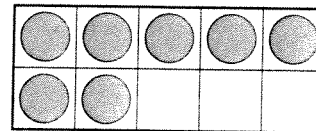
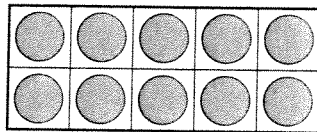


This shows 4 left over.



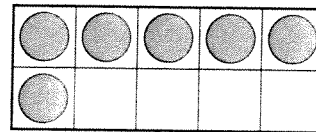
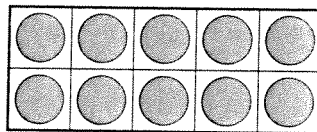
14 is 10 and 4.

1.



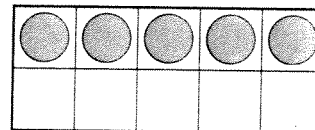
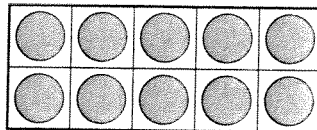
17 is 10 and 7.

2.



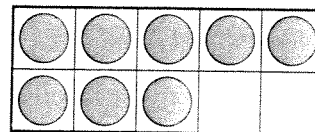
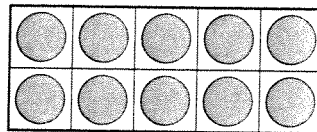
16 is _____ and 6.

3.



15 is _____ and _____.

4.



18 is _____ and _____.

Making Numbers 11 to 20

Write each number as 10 and some ones.

1. twelve 12 is 10 and 2.

2. eighteen 18 is _____ and _____.

3. fourteen 14 is _____ and _____.

4. eleven 11 is _____ and _____.

5. seventeen 17 is _____ and _____.

6. nineteen 19 is _____ and _____.

7. sixteen 16 is _____ and _____.

Algebra

8. Which is the missing number?

13 is 10 and _____.

☐ 1

☐ 3

☐ 2

☐ 10

9. Which is the missing number?

15 is _____ and 5.

☐ 10

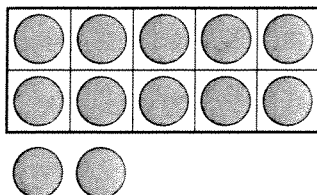
☐ 3

☐ 5

☐ 1

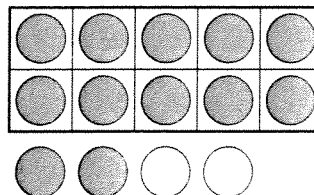
Using Numbers 11 to 20

This shows 12.



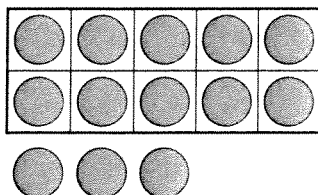
Count 10, 11, 12.

This shows **2 more** than 12.



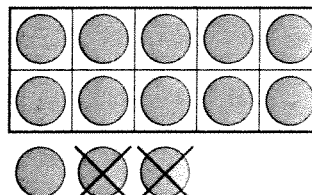
Count 10, 11, 12, 13, 14.
2 more than 12 is 14.

This shows 13.



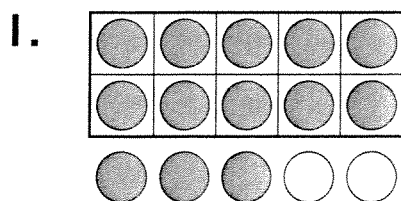
Count 10, 11, 12, 13.

This shows **2 fewer** than 13.

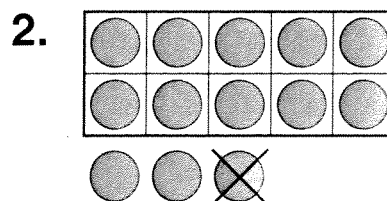


Count 10, 11.
2 fewer than 13 is 11.

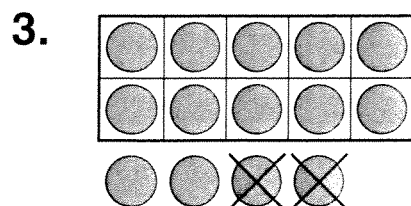
Write the numbers.



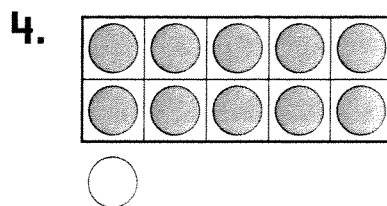
2 more than 13 is 15.



1 fewer than 13 is _____.



2 fewer than 14 is _____.



1 more than 10 is _____.

Name _____

Practice

11-2

Using Numbers 11 to 20

Write the numbers.

1. twelve _____

1 more _____

1 fewer _____

2. seventeen _____

2 more _____

2 fewer _____

3. fifteen _____

2 more _____

2 fewer _____

4. nineteen _____

1 more _____

1 fewer _____

5. thirteen _____

2 more _____

2 fewer _____

Number Sense

6. Jeff has 16 checkers.
His friend gives him
2 more checkers.
Which number tells how
many checkers he has now?

☐ 14

☐ 17

☐ 15

☐ 18

7. There are 12 birds in
the tree.
1 bird flies away.
Which tells how many
birds are left in the tree?

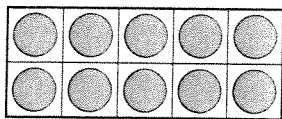
☐ 10

☐ 12

☐ 11

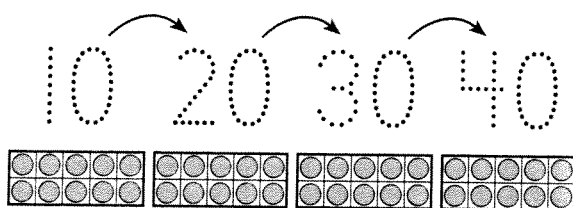
☐ 13

Counting by 10s to 100



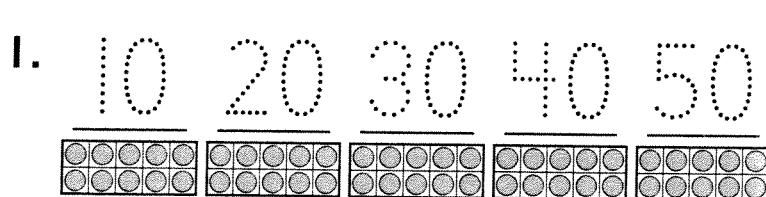
stands for one group of ten.

10, ten,	20, twenty,	30, thirty,	40, forty,	50, fifty,
60, sixty,	70, seventy,	80, eighty,	90, ninety,	100, one hundred



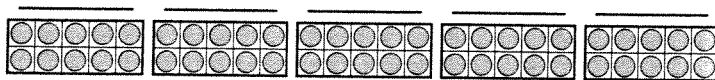
4 groups of ten
40 forty

Count by 10s. Then write the numbers.

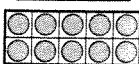


5 groups of ten
50 fifty

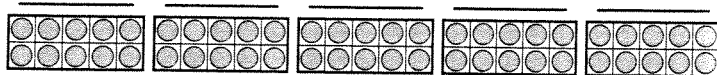
2.



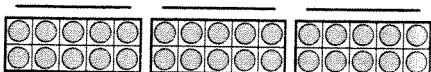
_____ groups of ten



3.



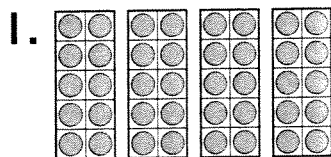
_____ groups of ten



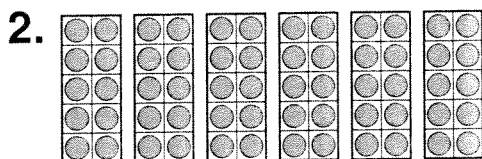
Counting by 10s to 100

10, ten,	20, twenty,	30, thirty,	40, forty,	50, fifty,
60, sixty,	70, seventy,	80, eighty,	90, ninety,	100, one hundred

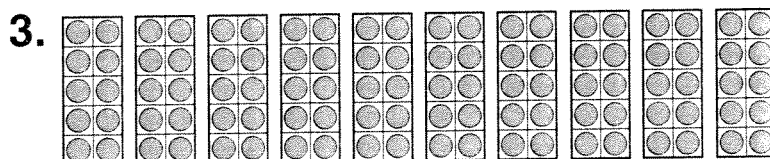
Count by tens. Then write the numbers.



4 tens = 40
forty



_____ tens = _____



_____ tens = _____

Journal

4. Laura wants to show 70 in tens.

How many tens will she draw?

How do you know?

Counting Forward on the Hundred Chart

Use the hundred chart to count forward. Start at 13. Then count forward by 1s.

13, 14, 15, 16

Start at 62. Then count on by 1s.

62, 63, 64, 65

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1. Write the missing numbers.
Look for patterns.

81				85			88		90
	92		94		96			99	

2. Count by 1s.
Write the numbers.

40, _____, _____, _____, _____, _____

78, _____, _____, _____, _____, _____

Counting Forward on the Hundred Chart

Count by 1s. Write the numbers.

1. 33, _____, _____, _____, _____

2. 71, _____, _____, _____, _____

3. 58, _____, _____, _____, _____

4. 46, _____, _____, _____, _____

5. 39, _____, _____, _____, _____

Reasoning

6. Which shows the numbers the way they look on the hundred chart?

☐

31	33	35	37	39
----	----	----	----	----

☐

45	55	65	75	85
----	----	----	----	----

☐

94	93	92	91	90
----	----	----	----	----

☐

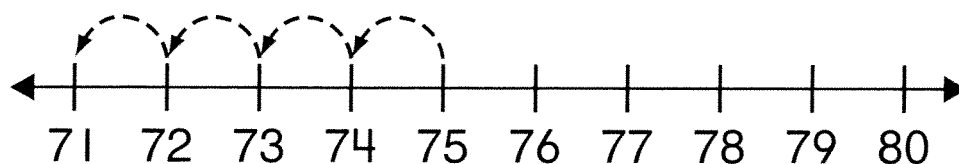
66	67	68	69	70
----	----	----	----	----

Counting Back on the Hundred Chart

You can use the hundred chart to help you count back.

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

You can also use a number line.



Count back from 75. Start at 75. Count back by 1s.

75, 74, 73, 72, 71

Count back by 1s. Write the numbers.

1. 68, 67, 66, 65, _____, _____, _____

2. 42, _____, _____, _____, 38, _____, _____

3. Some numbers came off the hundred chart.

Fill in the missing numbers.

Look for patterns.

41		43		45	46				
	52		54			57		59	60

Counting Back on the Hundred Chart

Use the hundred chart to count back by 1s.
Write the numbers.

1.

11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

29, 28, 27, _____, _____, _____, _____

2.

61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90

81, 80, 79, _____, _____, _____, _____

Number Sense

3. Use the hundred chart.

Lin looks at the hundred chart.

She starts to count back from 53.

What number does she say next?

☐ 51☐ 53☐ 52☐ 54

Counting Patterns on a Hundred Chart

Skip count by 10s on the hundred chart.

1	2	3	4	5	6	7	8	9	10	10
11	12	13	14	15	16	17	18	19	20	20
21	22	23	24	25	26	27	28	29	30	30
31	32	33	34	35	36	37	38	39	40	40
41	42	43	44	45	46	47	48	49	50	50
51	52	53	54	55	56	57	58	59	60	60
61	62	63	64	65	66	67	68	69	70	70
71	72	73	74	75	76	77	78	79	80	80
81	82	83	84	85	86	87	88	89	90	90
91	92	93	94	95	96	97	98	99	100	100

When you skip count by 10s, all of the numbers end in 0.

1. Skip count by 5s.

Draw a square around the numbers you say.

2. When you skip count by 5s, all of the numbers end in

5 or _____.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Counting Patterns on a Hundred Chart

1. Color the numbers you say when you count by 5s.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Continue the pattern. Write the numbers.

2. Count by 10s.

10, 20, 30, _____, _____, _____, _____, _____

3. Count by 2s.

2, 4, 6, _____, _____, _____, _____, _____

Reasoning

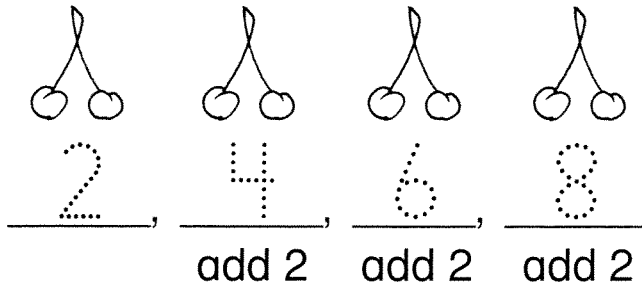
4. Write **yes** or **no**.

Vicki has baseball practice every 5 days. She has practice on May 1. Will she have practice on May 19? _____

May						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20

Using Skip Counting

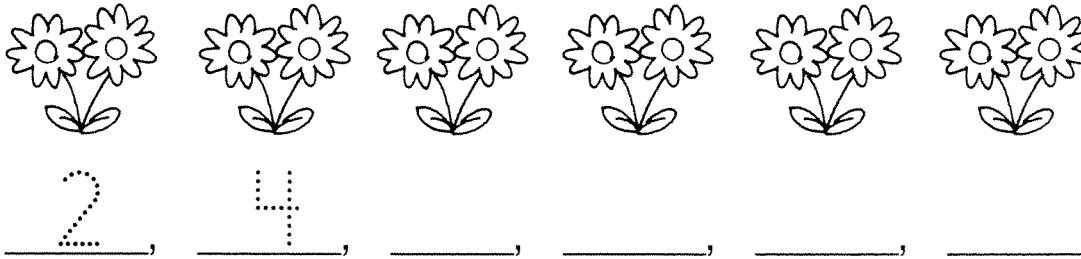
Skip count to find how many.



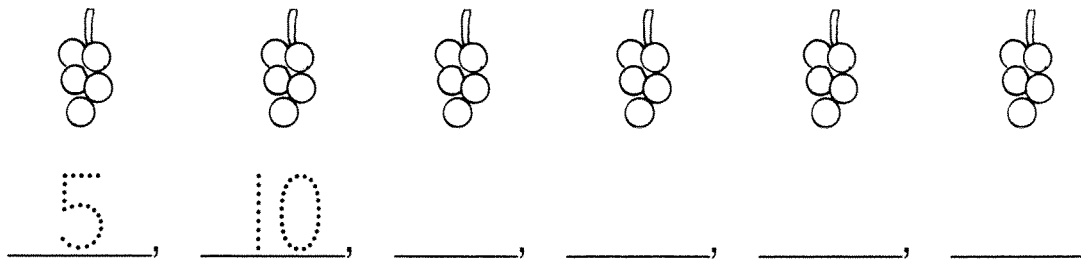
Skip count by 2,
or add 2 to the
last number.

There are 8 cherries.

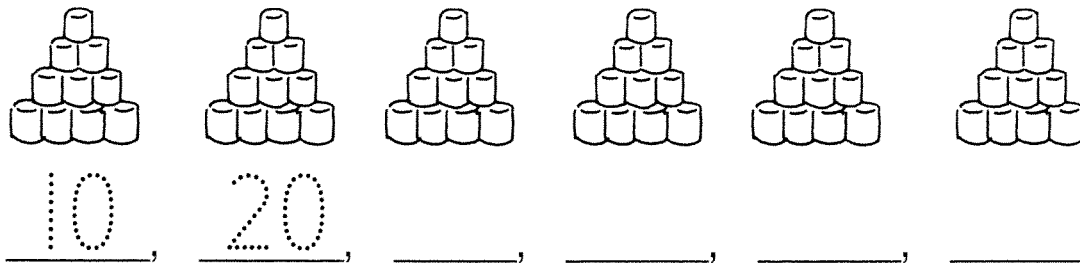
1. Skip count by 2s.



2. Skip count by 5s.



3. Skip count by 10s.



Using Skip Counting

Use the pictures to skip count.

1. How many ears are there?

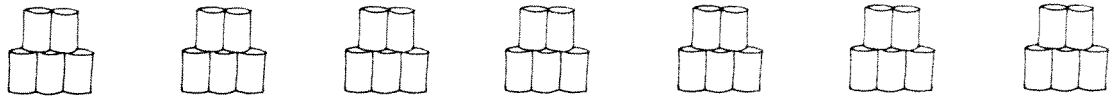
Count by twos.



2, _____, _____, _____, _____, _____, _____, _____

2. How many cans are there?

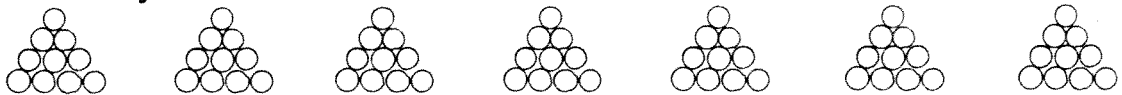
Count by fives.



_____, _____, _____, _____, _____, _____, _____

3. How many balls are there?

Count by tens.



_____, _____, _____, _____, _____, _____, _____

Algebra

4. Look for a pattern.

Find the missing number.

75, 70, 65, 60, 55, 50, _____

☐ 30

☐ 40

☐ 35

☐ 45

Number Sense

5. Cal has 8 bags.

He puts 5 marbles in each bag. How many marbles does Cal have in all?

☐ 3

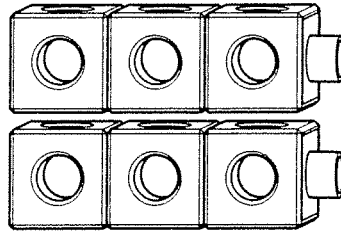
☐ 13

☐ 20

☐ 40

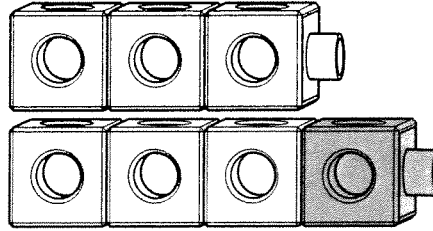
Odd and Even Numbers

6 is an even number.
It makes equal rows.
There are no extras.



These
cubes
match.

7 is an odd number.
It does not make
equal rows.
There is 1 extra.

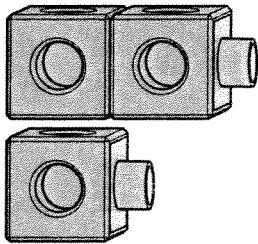


These cubes
don't match.

Use cubes to show each number.
Try to make equal rows. Then circle odd or even.

1.

3

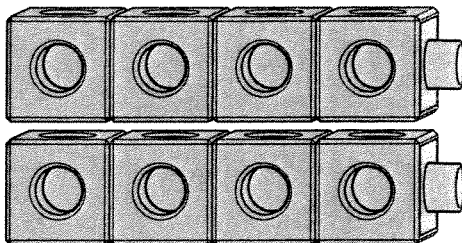


odd

even

2.

8

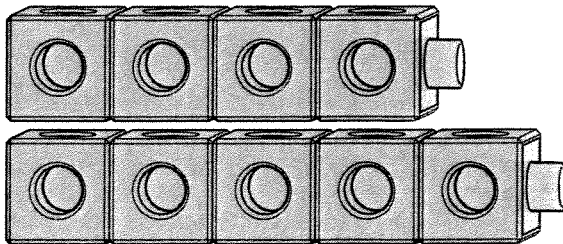


odd

even

3.

9



odd

even

Odd and Even Numbers

Draw counters to show each number.

Try to make equal rows. Then circle odd or even.

1. 8

○	○	○	○				
○	○	○	○				

odd

even

2. 7

odd

even

3. 15

odd

even

4. 16

odd

even

Algebra

5. Find the pattern.

Complete the sentence.

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

The shaded numbers are _____.

less than 20

☐

even

☐

greater than 40

☐

odd

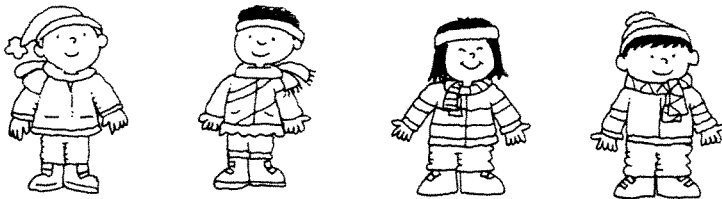
☐

Problem Solving: Look for a Pattern

The children need mittens.

Each child has 2 hands.

How many mittens are needed for all of the children?



You need to find how many hands the children have altogether.

Make a table to show a pattern.

Write the numbers.

Count the children by 1s.

Count the mittens by 2s.

Number of Children	1	2		
Number of Mittens	2	4		

8 mittens will be needed for all of the children.

Does your answer make sense?

Find the pattern. Write the numbers.

1. There are 4 boxes.

Each box has 5 crayons.

How many crayons are there in all?

Number of Boxes	1	2		
Number of Crayons	5			

There are _____ crayons in all.

Problem Solving: Look for a Pattern

Find the pattern.

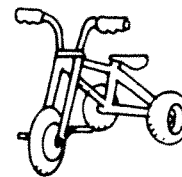
Write the numbers.

1. There are 6 dragonflies.
Each dragonfly has 4 wings.
How many wings are there in all?



Number of Dragonflies	1					
Number of Wings	4					

2. There are 5 tricycles.
Each tricycle has 3 wheels.
How many wheels are there in all?



Number of Tricycles					
Number of Wheels					

Reasoning

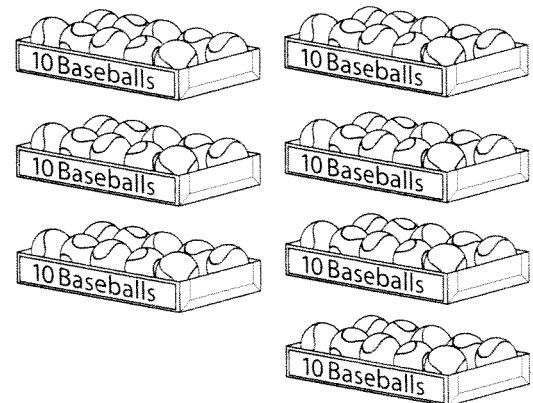
3. There are 7 boxes.
Each box has 10 balls in it.
How many balls are there in all?

☐ 3

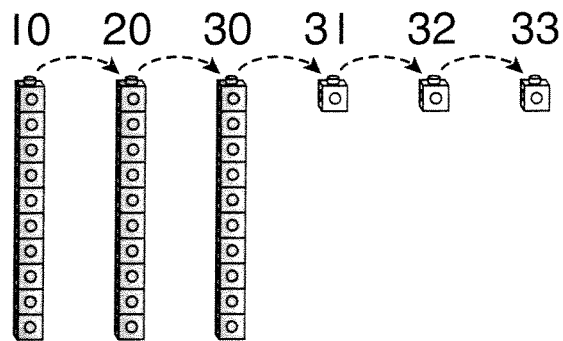
☐ 10

☐ 7

☐ 70



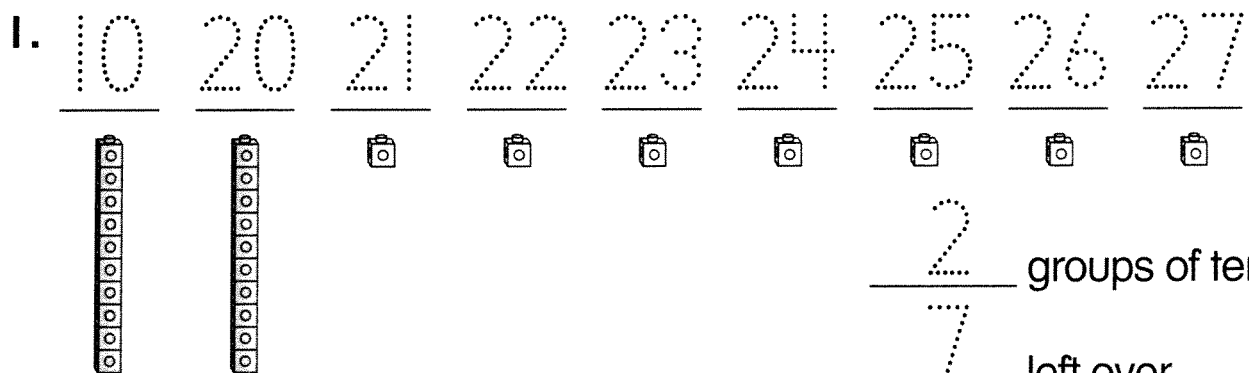
Counting with Groups of 10 and Leftovers



3 groups of 10 3 left over 33 in all

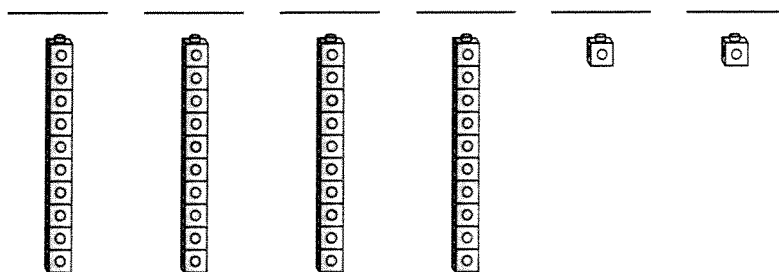
Make groups of 10.

Then write the numbers.



2 groups of ten
7 left over
 _____ in all

2.



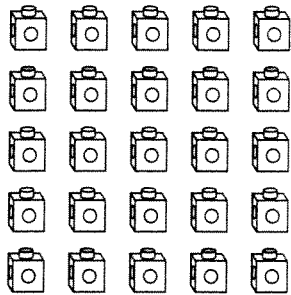
_____ groups of ten
 _____ left over
 _____ in all

Counting with Groups of 10 and Leftovers

Circle groups of 10.

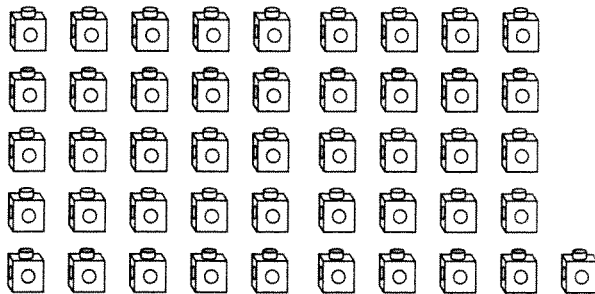
Write the numbers.

1.



_____ is _____ groups of 10 and _____ left over.

2.



_____ is _____ groups of 10 and _____ left over.

Journal

3. 10 beads fit on a bracelet.

Ben has 34 beads.

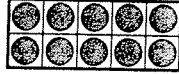
Draw a picture to show
all the bracelets he
can make with his beads.

Then draw the beads
that will be left over.

Numbers Made with Tens

You can count the models to find out how many groups of ten.

1 ten is 10.



2 tens is 20.



1 ten is 10.

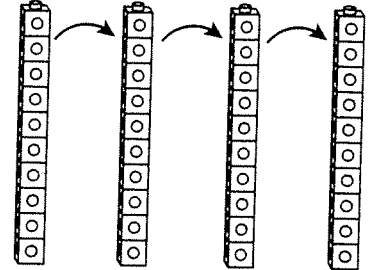


2 tens is 20.



3 tens is 30.

1 ten is 10. 2 tens is 20. 3 tens is 30. 4 tens is 40.



2 tens is 20.

3 tens is 30.

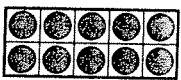
4 tens is 40.

Count the models. Write how many. Then write the number.

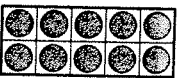
1.



1 ten is 10.



2 tens is 20.



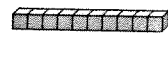
3 tens is 30.

3 tens is 30.

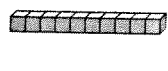
2.



_____ ten is _____.



_____ tens is _____.



_____ tens is _____.



_____ tens is _____.

4 tens is _____.

3.



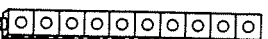
_____ ten is _____.



_____ tens is _____.



_____ tens is _____.



_____ tens is _____.



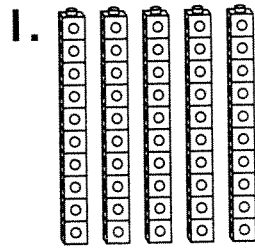
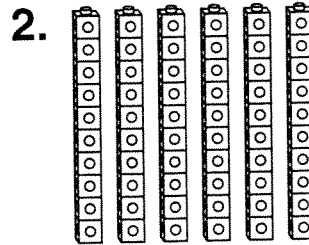
_____ tens is _____.

_____ tens is _____.

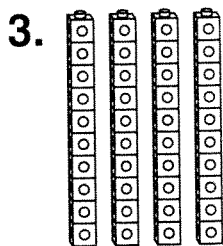
Numbers Made with Tens

Count by 10s.

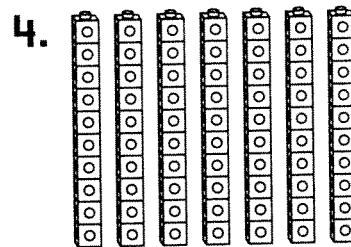
Write the numbers.

5 tens is 50.

_____ tens is _____.



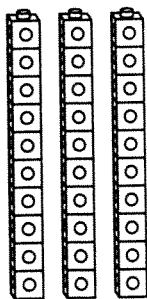
_____ tens is _____.



_____ tens is _____.

Reasonableness

5. Which number is shown?

☐ 3☐ 12☐ 10☐ 30

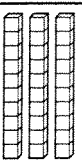

Algebra

6. Nancy has 50 marbles.
30 of the marbles are in
one bag.
The rest are in another bag.
How many marbles are in
the second bag?

☐ 40☐ 20☐ 30☐ 10

Tens and Ones

The chart shows

Tens	Ones
	

3 tens 4 ones

3 tens is 30.

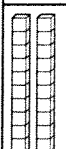

4 ones is 4.

$$30 + 4 = 34$$

34 is the same as
3 tens and 4 ones.

Count the tens and ones. Then write the numbers.

1.

Tens	Ones
	

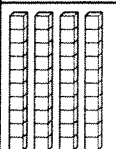

2 tens and 4 ones

2 tens is 20.

4 ones is 4.

$$\underline{20} + \underline{4} = \underline{24}$$

2.

Tens	Ones
	

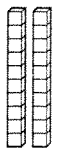

_____ tens and _____ ones

_____ tens is _____.

_____ ones is _____.

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

3.

Tens	Ones
	

_____ tens and _____ ones

_____ tens is _____.

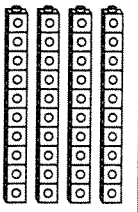

_____ ones is _____.

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens and Ones

Count the tens and ones. Then write the numbers.

1.

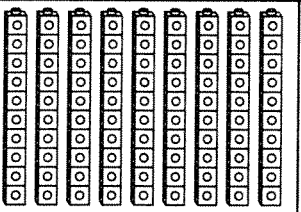

Tens	Ones
	

➔

Tens	Ones
4	5

➔
45

2.

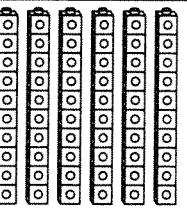

Tens	Ones
	

➔

Tens	Ones

➔

3.

Tens	Ones
	

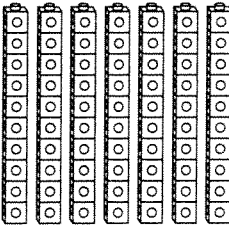

➔

Tens	Ones

➔

Estimation

4. About how many cubes are shown in the picture?

Tens	Ones
	

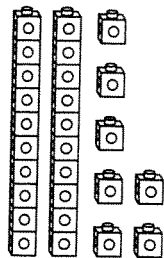
70
○

50
○

30
○

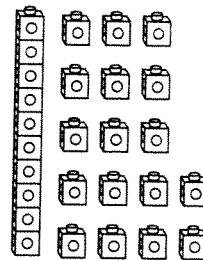
10
○

Ways to Make Numbers

**27**

$$\underline{2} \text{ tens } \underline{7} \text{ ones}$$

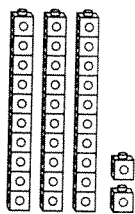
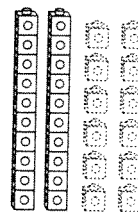
$$27 = \underline{20} + \underline{7}$$

is the
same as**27**

$$1 \text{ tens } 17 \text{ ones}$$

$$27 = \underline{10} + \underline{17}$$

Use cubes to show a different way to make the number. Draw the ones.

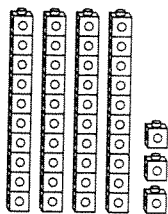
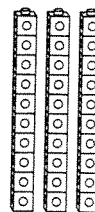
1.**32**is the
same as

$$\underline{3} \text{ tens } \underline{2} \text{ ones}$$

$$32 = \underline{30} + \underline{2}$$

$$\underline{2} \text{ tens } \underline{12} \text{ ones}$$

$$32 = \underline{20} + \underline{12}$$

2.is the
same as

_____ tens _____ ones

_____ tens _____ ones

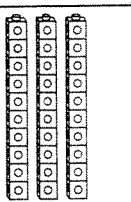
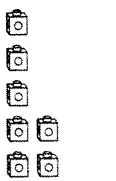
$$43 = \underline{\quad} + \underline{\quad}$$

$$43 = \underline{\quad} + \underline{\quad}$$

Ways to Make Numbers

Use cubes. Show a different way to make the number.

1.

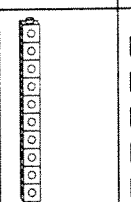
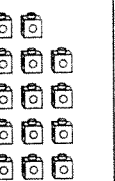
Tens	Ones
	

$$37 = 30 + 7$$

Break apart a ten into 10 ones.

$$37 = \underline{20} + \underline{17}$$

2.

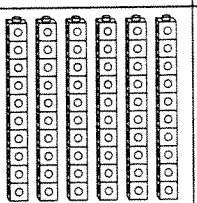

Tens	Ones
	

$$24 = 10 + 14$$

Make a ten with 10 ones.

$$24 = \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$$

3.

Tens	Ones
	

$$62 = 60 + 2$$

Break apart a ten into 10 ones.

$$62 = \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$$

Number Sense

4. On Mario's workmat there are 4 tens and 8 ones.
Which is another way to show this same number?

☐ 6 tens and 6 ones

☐ 3 tens and 18 ones

☐ 3 tens and 9 ones

☐ 1 ten and 28 ones

Tens and Ones on a Hundred Chart

Start at 6. Count by tens on the hundred chart.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

When you count by tens from a number, the ones digits in the numbers you say are the same as the number you start from. The tens digit of each of the next numbers is 1 more than the last tens digit.

6, 16, 26, 36, 46, 56, 66, 76, 86, 96

1. Count by tens.

Circle the ones digit that does not change in each number.

3, _____, _____, _____, _____, _____, _____, _____, _____, _____

2. Count by tens.

Draw arrows to show how the tens digits go up by 1 in each number.

8, _____, _____, _____, _____, _____, _____, _____, _____, _____

Tens and Ones on a Hundred Chart

1. Color the numbers you say when you start at 9 and count by 10s.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

2. Start at 1. Count by tens.

Write the numbers.

Use the hundred chart to help.

1, _____, _____, _____, _____, _____, _____, _____, _____

Number Sense

3. Kyra is counting by tens from 5.

Which numbers does she miss?

5, 15, _____, 35, _____, 55, 65, _____, 85, 95

☐ 25, 45, 75

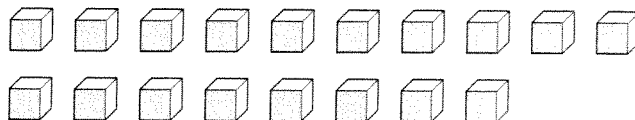
☐ 25, 40, 75

☐ 20, 40, 70

☐ 20, 45, 70

Problem Solving: Make an Organized List

How many ways can you
show 18 with tens and ones?



How many tens are in 18? _____

How many ones are left over? _____

Tens	Ones
1	8
0	18

Break apart a ten into 10 ones.

How many ones are there? _____

Make a list to show the ways.

1. Olivia wants to show 25 with tens and ones.
Make a list to show the ways.

Tens	Ones
2	5

Reasonableness

2. Penny says there are 4 ways to make 26.
Is she correct?

Yes

No

Problem Solving: Make an Organized List

Use cubes and make a list to solve.

1. Kelly shows all the ways to make 49 as tens and ones. What ways does she show?

Tens	Ones

2. Marc wants to show 34 as tens and ones. What are all the ways he can show?

Tens	Ones

Reasoning

3. Hector's list shows ways to make 52, but he forgot 1 way. Which numbers are missing from his list?

☐ 5 and 12

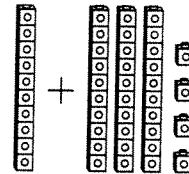
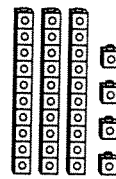
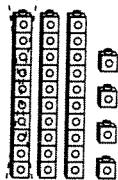
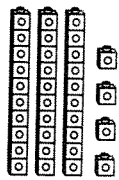
☐ 4 and 22

☐ 4 and 12

☐ 3 and 12

Tens	Ones
5	2
3	22
2	32
1	42
0	52

I More, I Less; 10 More, 10 Less



34 take away 10 is 24.

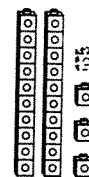
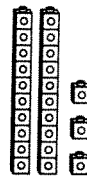
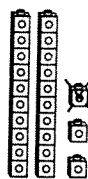
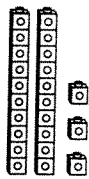
34 and 10 more is 44.

10 less than 34 is 24.

10 more than 34 is 44.

Use cubes. Write the numbers.

1.



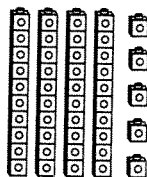
23 take away 1 is 22.

23 and 1 more is 24.

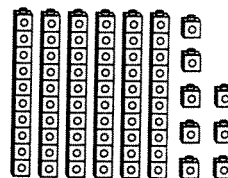
1 less than 23 is _____.

1 more than 23 is _____.

2.



3.



1 less than 45 is _____.

10 less than 68 is _____.

1 more than 45 is _____.

10 more than 68 is _____.

1 More, 1 Less; 10 More, 10 Less

Write the numbers.

1. **72**

1 more than 72 is 73.

1 less than _____ is _____.

10 more than _____ is _____.

10 less than _____ is _____.

2. **26**

1 more than _____ is _____.

1 less than _____ is _____.

10 more than _____ is _____.

10 less than _____ is _____.

3. **70**

1 more than _____ is _____.

1 less than _____ is _____.

10 more than _____ is _____.

10 less than _____ is _____.

4. **14**

1 more than _____ is _____.

1 less than _____ is _____.

10 more than _____ is _____.

10 less than _____ is _____.

Reasoning

5. Tom is thinking of a number. His number is 10 more than 45. Which number is he thinking of?

☐ 35

☐ 46

☐ 44

☐ 55

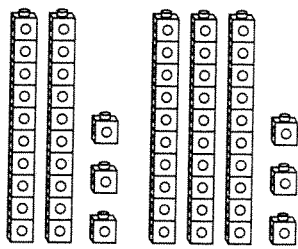
6. Shay is thinking of a number. Her number is 1 less than 87. Which number is she thinking of?

☐ 97

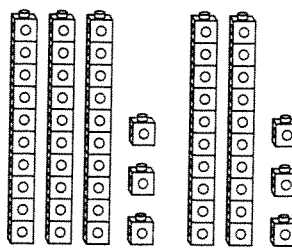
☐ 86

☐ 88

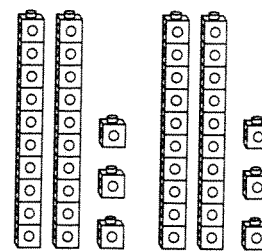
☐ 77

Comparing Numbers: $>$, $<$, $=$ Write $>$, $<$, or $=$.

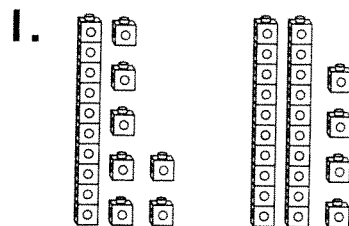
$23 < 33$

 $<$ means
less than.

$33 > 23$

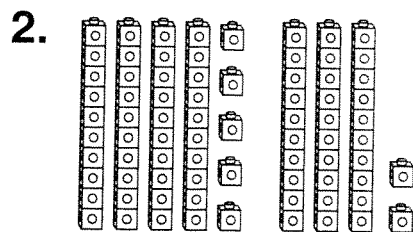
 $>$ means
greater than.

$23 = 23$

 $=$ means
equal to.23 is **less than** 33. 33 is **greater than** 23. 23 is **equal to** 23.Circle **less than**, **greater than**, or **equal to**.Write $<$, $>$, or $=$.

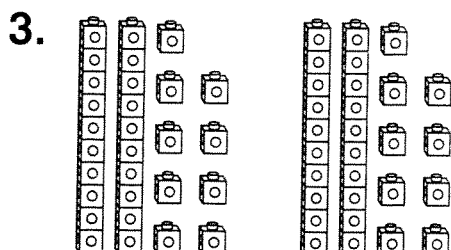
less than greater than equal to

$17 < 24$



less than greater than equal to

$45 > 32$



less than greater than equal to

$29 = 29$

Comparing Numbers: $>$, $<$, $=$ Write $>$, $<$, or $=$.

1. 43  52

3. 48  58

5. 31  31

7. 65  37

9. 45  50


11. 35  53

2. 17  16

4. 29  86

6. 92  57

8. 27  27

10. 59  41

12. 21  12

Number Sense

13. Which sentence is true?

☐ $38 < 30$

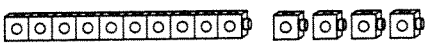
☐ $38 = 30$


☐ $38 > 30$

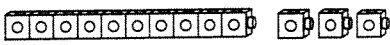
☐ $30 > 38$

Reasoning

14. Which is equal to 13?

☐ 

☐ 

☐ 

☐ 

Ordering Numbers with a Hundred Chart

Use the hundred chart.
Count on from 24.

Start at 24.

Count on by 1s.

24, 25, 26, 27

Count back from 54.

Start at 54.

Count back
by 1s.

54, 53, 52, 51

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Write the missing numbers. Look for patterns.

1.

41	42				46	47			
51	52		54	55			58	59	
		63			66	67			70
			74	75			78		

Use the hundred chart to count back by 1s.

2. 29, 28, 27, 26, _____, _____, 23

3. 31, 30, _____, _____, 27, _____, _____

Ordering Numbers with a Hundred Chart

Write the missing numbers.

1.

45	46	47	48
55			
		67	
	76		

2.

61			
		73	74
	82		
91			94

3.

12		14	
	23		
	33		
		44	

4.

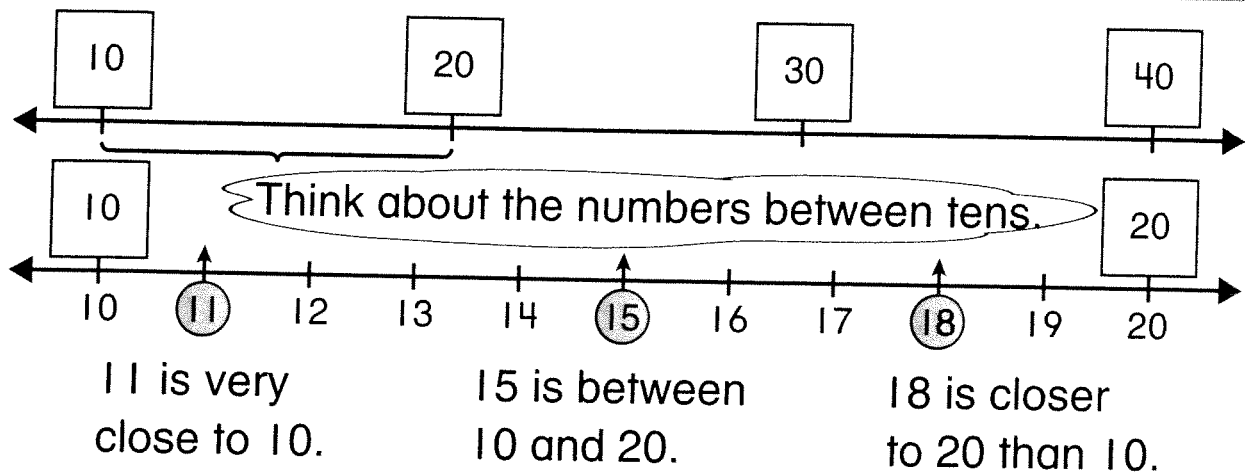
	37		
		48	
56			
		68	

Journal

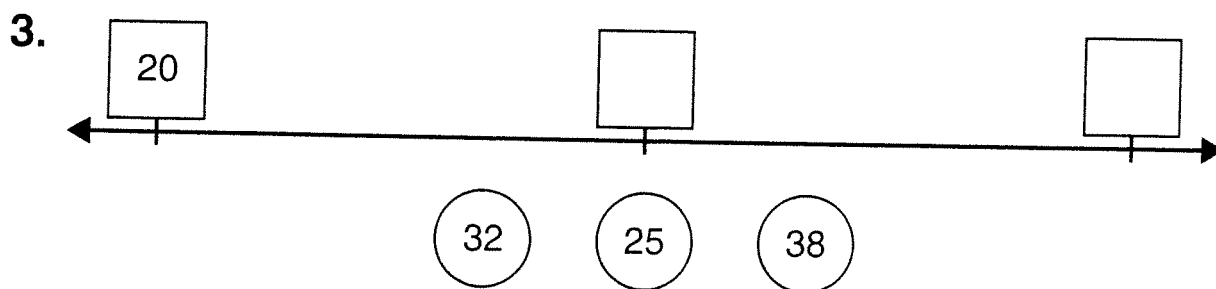
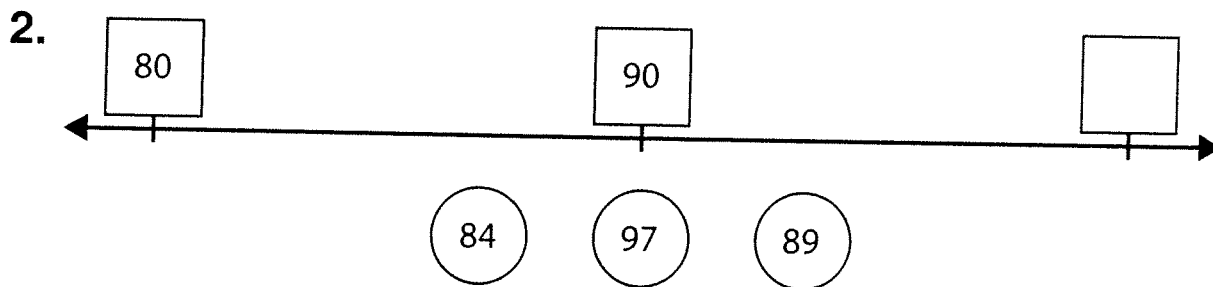
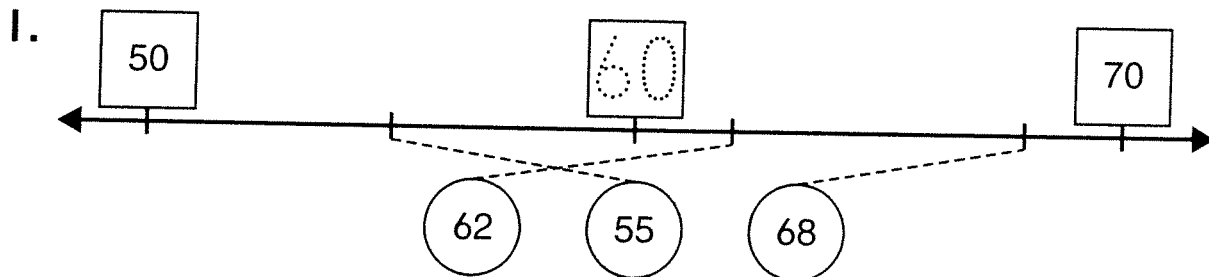
5. Look at the hundred chart.
One number is wrong.
Cross out that number and write
the right number instead.
Then explain how you know.

17	18	19
26	28	29
37	38	39

Number Line Estimation



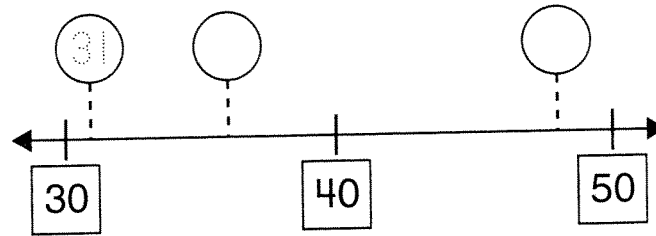
Count by 10s to complete the number line.
Then draw lines to show where the numbers go.



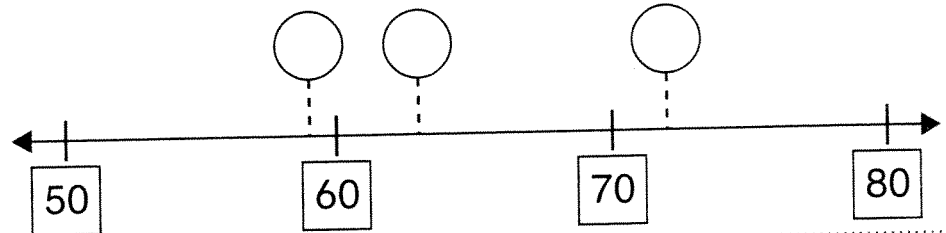
Number Line Estimation

Write the numbers on the number line.

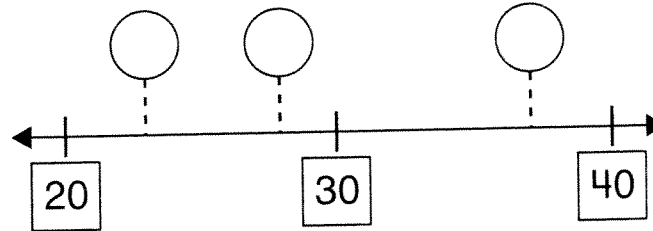
1. 31, 48, 36



2. 72, 63, 59



3. 28, 23, 37



Reasonableness

4. Use the number line below.
Which letter goes with the
number 68?

☐ A

☐ C

☐ B

☐ D

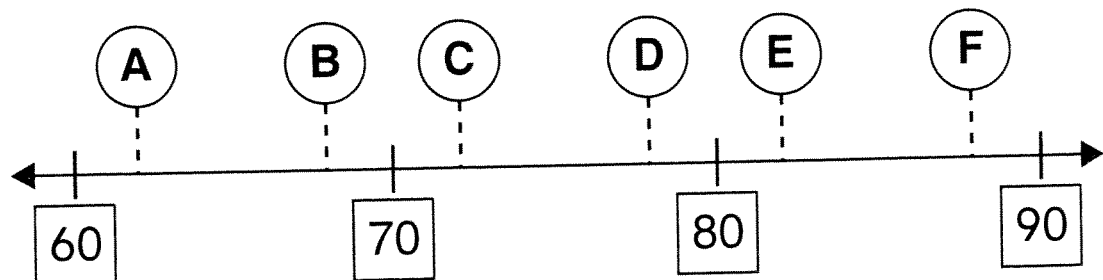
5. Use the number line below.
Which number goes with
the letter E?

☐ 95

☐ 82

☐ 85

☐ 75



Before, After, Between

First find 34 on the chart.

Look to the left of
34 to find the number
that comes before it.33comes **before** 34.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Look to the right of
34 to find the number
that comes after it.35comes **after** 34.34comes **between** 33 and 35.

Write the number that comes before.

1. 23

, 24

_____, 47

_____, 19

Write the number that comes after.

2. 32, 33

41, _____

27, _____

Write the number that comes between.

3. 22, _____, 24

45, _____, 47

32, _____, 34

Reasoning

Write the number that answers the riddle.

4. I am a number between 10 and 20.

You say my name when you count by 5s.

What number am I? _____

Before, After, Between

Write the number that is one before.

1. _____, 27 _____, 51 _____, 62

2. _____, 76 _____, 45 _____, 34

Write the number that is one after.

3. 41, _____ 30, _____ 59, _____

4. 85, _____ 28, _____ 63, _____

Write the number that is between.

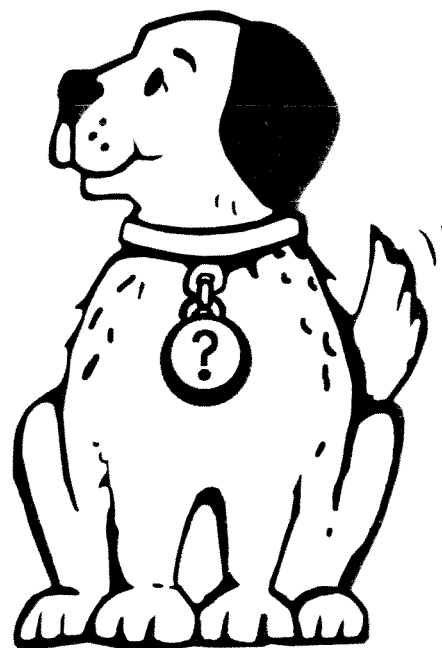
5. 21, _____, 23 59, _____, 61 87, _____, 89

6. 45, _____, 47 74, _____, 76 93, _____, 95

Number Sense

7. The number on Fido's dog tag is 1 after 49.

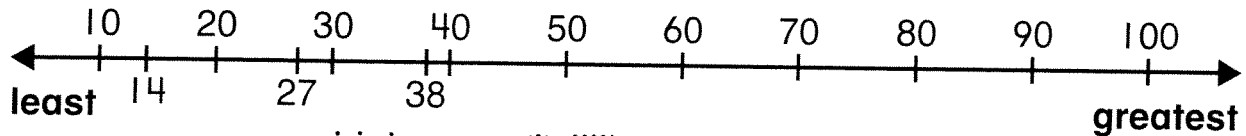
Which is the number on Fido's dog tag?

☐ 40☐ 49☐ 48☐ 50

Ordering Three Numbers

The number line can help you put numbers in order.

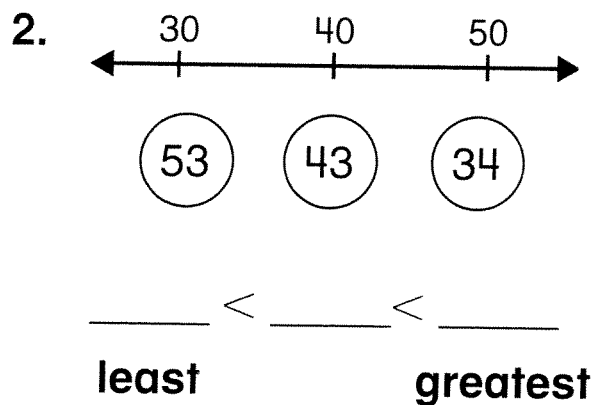
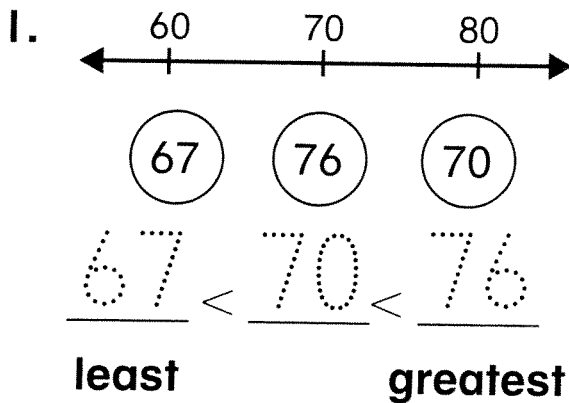
Show $\textcircled{27}$ $\textcircled{14}$ $\textcircled{38}$ from **least** to **greatest**.



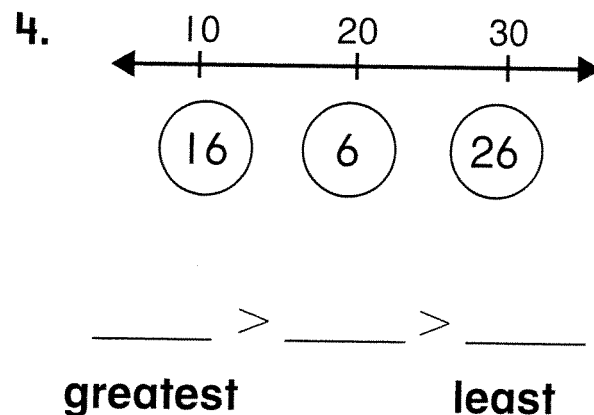
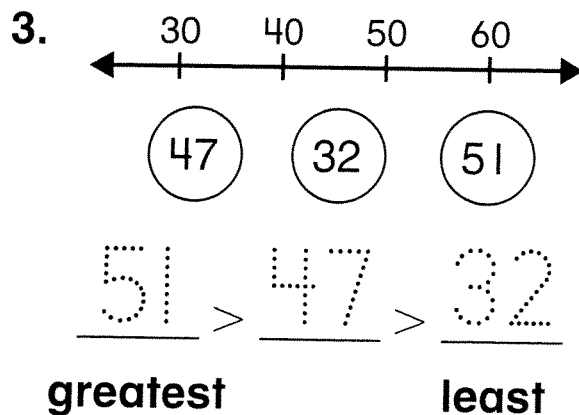
$$\underline{14} < \underline{27} < \underline{38}$$

least **greatest**

< means less than.
> means greater than.



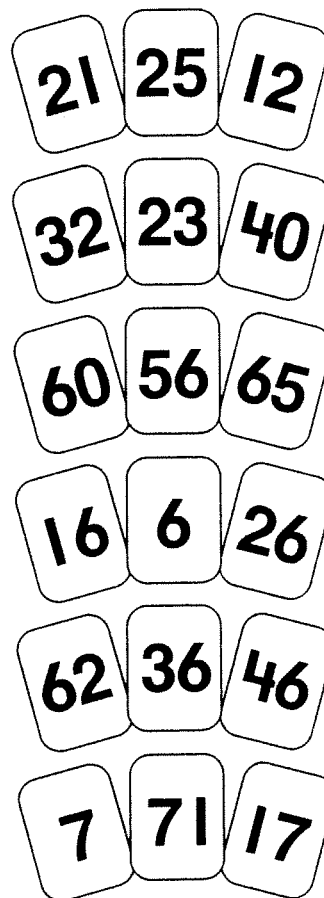
Write the numbers in order from **greatest** to **least**.
Use the number line to help you.



Ordering Three Numbers

Write the numbers in order from greatest to least.

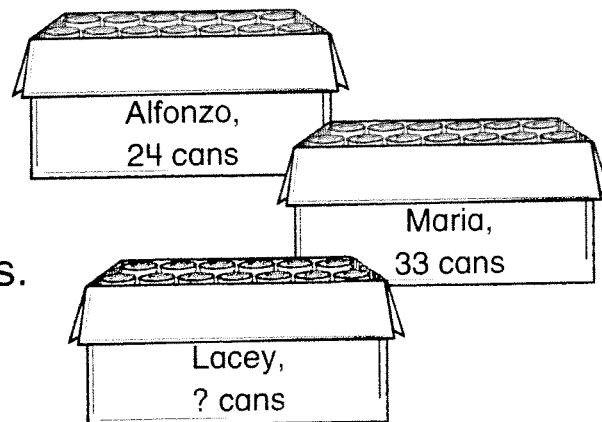
1. 25 21 12
greatest least
2. _____ _____ _____
greatest least
3. _____ _____ _____
greatest least
4. _____ _____ _____
greatest least
5. _____ _____ _____
greatest least
6. _____ _____ _____
greatest least



Number Sense

Order the numbers to solve.

7. Alfonzo's box has 24 cans.
Maria's box has 33 cans.
Lacey's box has the most cans.
How many cans can Lacey's box have?



42

33

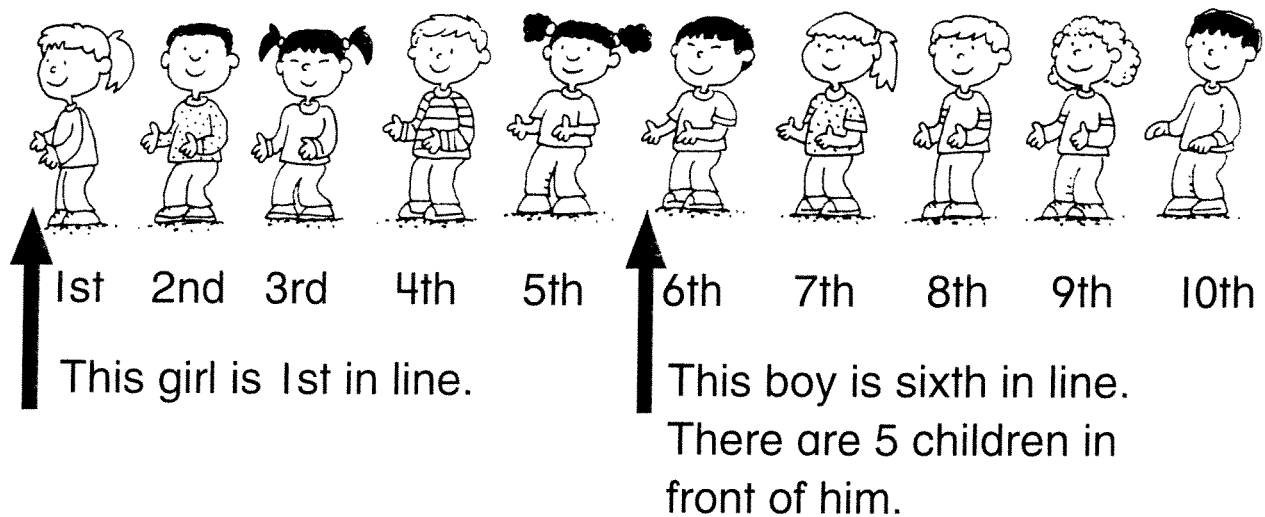
32

25

☐☐☐☐

Ordinals to Tenth

You can use ordinal numbers to tell you the position of people or things that are in order. You can write an ordinal number for any whole number.



Look at the picture.



1st

1. Circle the 1st object.
2. Cross out the 6th object.
3. What position is the fish? _____
4. What is in the 5th position? _____
5. How many things are before the kite? _____

Ordinals to Tenth

Circle the word that completes each sentence.

1. Banji lives on the _____ floor.

second third fourth

2. Calvin lives on the _____ floor.

sixth seventh eighth

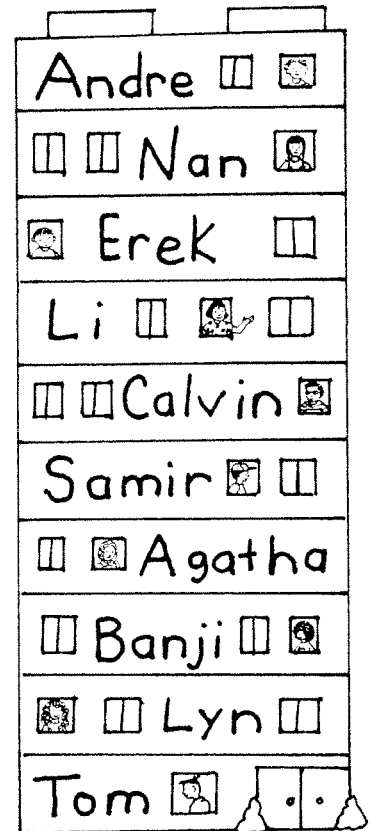
3. Samir lives on the _____ floor.

third fourth fifth

4. Nan lives on the _____ floor.

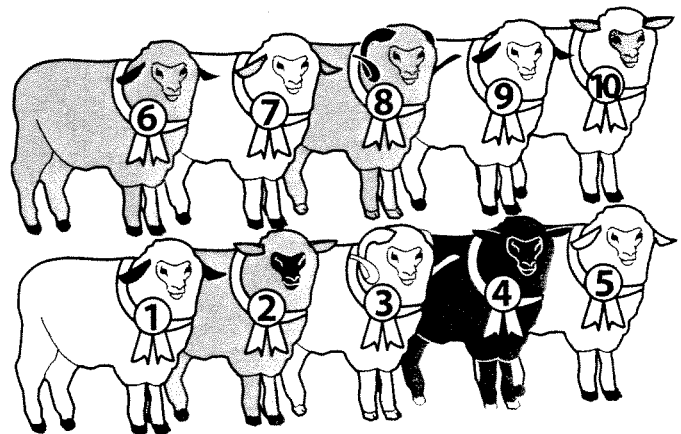
eighth ninth tenth

First
1st



Spatial Reasoning

5. Hank has a sheep with curved horns. His sheep did not come in eighth place. What place did Hank's sheep get at the fair?



☐ 1st place

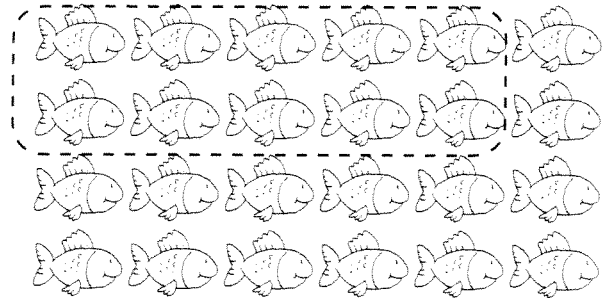
☐ 8th place

☐ 3rd place

☐ 10th place

Making Reasonable Estimates

An estimate tells
about how many.

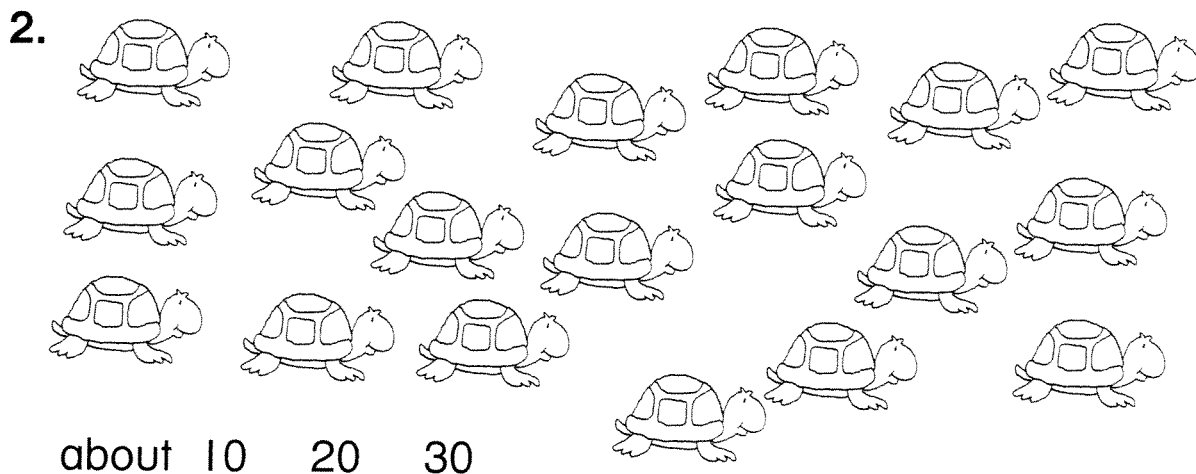
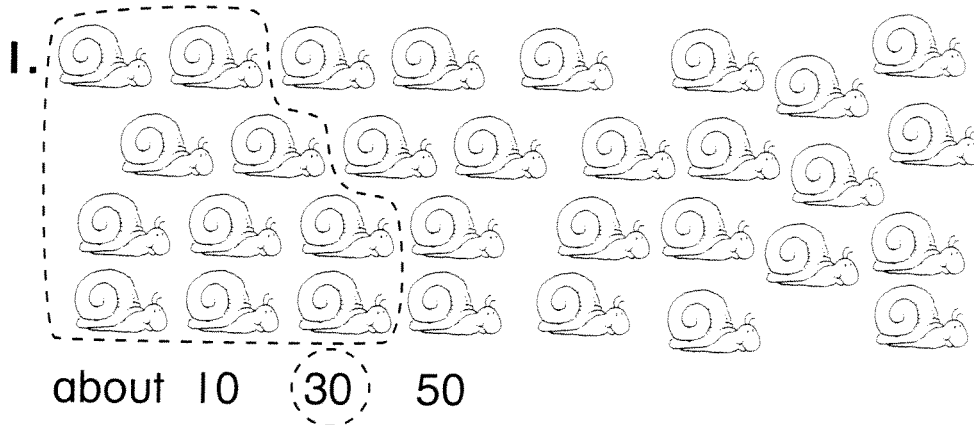


Circle 10 fish.

About how many more groups
of 10 fish do you see?

There are about 10 20 30 fish in all.

Circle a group of 10. Then circle the best estimate
for how many there are in all.

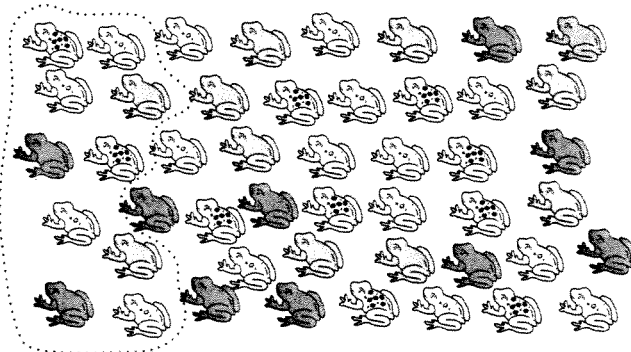


Making Reasonable Estimates

Circle a group of 10.

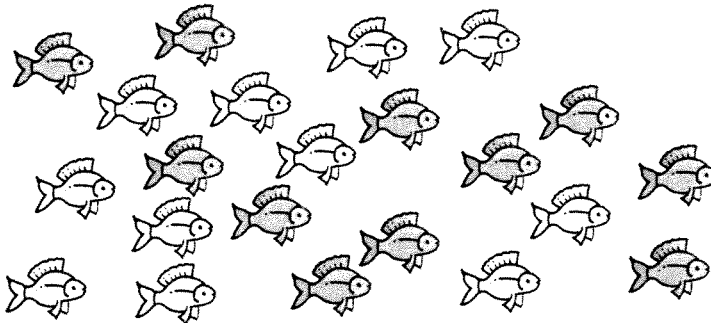
Then circle the best estimate for how many there are in all.

1.



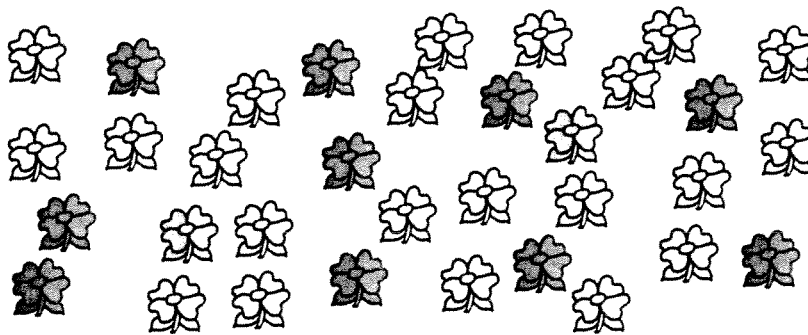
about
20 50 70

2.



about
20 40 60

3.



about
10 30 50

4. Estimation Tammy estimates that she has about 30 stamps. Which number could show how many stamps Tammy really has?

☐ 3

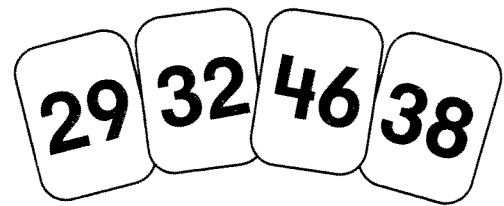
☐ 32

☐ 21

☐ 43

Problem Solving: Make an Organized List

Kyla picks a number card.
Her number is less than 40.
It is greater than 35.
Which number does she pick?



Make a list to find Kyla's number.

Look at the first clue.
List the numbers in the box
that are less than 40.

29

32

38

Kyla's number could be 29, 32, or 38.

Look at the second clue.
Circle the numbers on the list
that are greater than 35.
38 is greater than 35.

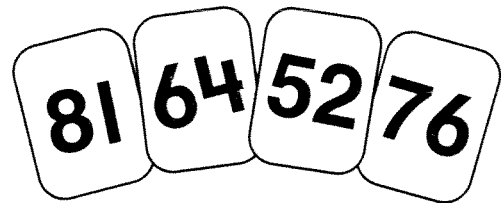
29

32

38

Kyla's number must be 38.

I. Ian picks a number card.
His number is even.
It is less than 60.
What number does Ian pick?

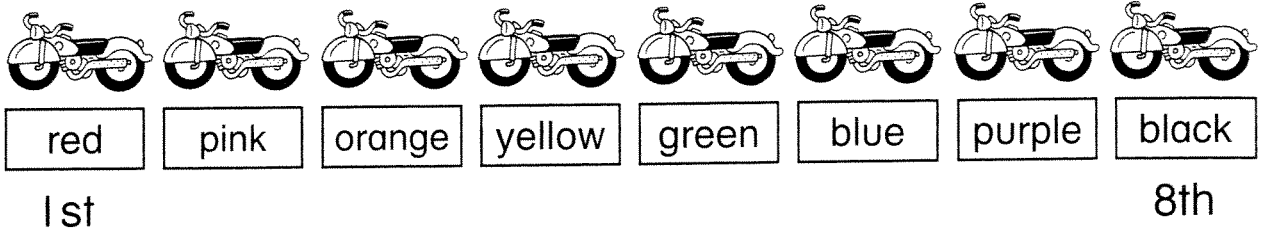


Make a list of the even number cards.
Then circle the number on the list
that is less than 60.

Ian's number must be _____.

Problem Solving: Make an Organized List

Make a list. Write the color of the motorcycle.



1. This motorcycle is between the 3rd motorcycle and the 6th motorcycle.

Which color could it be?

yellow

This motorcycle is the color of the sun. What color is the motorcycle?

2. This motorcycle is between the 1st motorcycle and the 4th motorcycle.

Which color could it be?

This motorcycle is the color of a pumpkin. What color is the motorcycle?

Reasoning

Make a list to find the secret number.

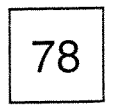
3. I am a number greater than 55.
I am in a square.
Which number am I?

☐ 28

☐ 63

☐ 60

☐ 78



Doubles to 20

When you add the same number to itself, you are using doubles.

$$\begin{array}{r} \diamond \\ \diamond \\ + 1 \\ \hline 2 \end{array}$$

$$\begin{array}{r} \diamond \diamond \\ \diamond \diamond \\ + 2 \\ \hline 4 \end{array}$$

$$\begin{array}{r} \diamond \diamond \diamond \\ \diamond \diamond \diamond \\ + 3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} \diamond \diamond \diamond \diamond \\ \diamond \diamond \diamond \diamond \\ + 4 \\ \hline 8 \end{array}$$

Use doubles to add. Draw doubles to help you.

1.
$$\begin{array}{r} \diamond \diamond \diamond \diamond \diamond \\ \diamond \diamond \diamond \diamond \diamond \\ + 5 \\ \hline 10 \end{array}$$

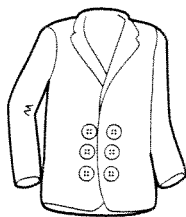
2.
$$\begin{array}{r} \circ \circ \circ \circ \circ \circ \\ \circ \circ \circ \circ \circ \circ \\ + 6 \\ \hline \end{array}$$

3.
$$\begin{array}{r} \circ \circ \circ \circ \circ \circ \circ \\ \circ \circ \circ \circ \circ \circ \circ \\ + 7 \\ \hline \end{array}$$

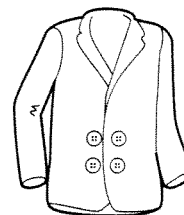
4.
$$\begin{array}{r} \circ \circ \circ \circ \circ \circ \circ \circ \\ \circ \circ \circ \circ \circ \circ \circ \circ \\ + 8 \\ \hline \end{array}$$

Visual Thinking

5. For each picture write an addition sentence that tells how many buttons there are.



$$\underline{3} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Doubles to 20

Add to solve. Then circle the doubles.

1. 5 6 6 8 5 2
 + 5 + 7 + 3 + 8 + 8 + 2

2. 4 2 7 8 4 5
 + 2 + 7 + 7 + 1 + 4 + 2

3. 7 5 3 6 9 4
 + 1 + 0 + 3 + 9 + 2 + 4

4. 6 5 6 10 5 1
 + 6 + 7 + 8 + 10 + 4 + 1

Reasoning

5. Jack has 5 toy cars. Sam has 5 toy cars.
Which doubles fact shows how many cars
they have in all?

☐ $4 + 4 = 8$

☐ $6 + 6 = 12$

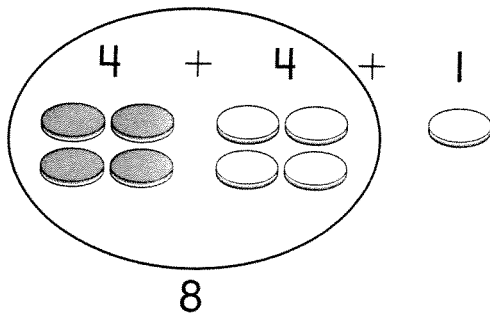
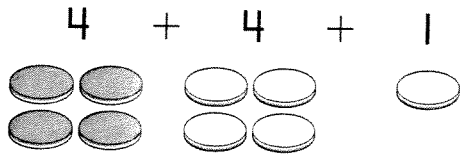
☐ $5 + 5 = 10$

☐ $7 + 7 = 14$

Doubles Plus 1

You can use doubles facts to add $4 + 5$.

Because $5 = 4 + 1$, you can write $4 + 5$ as



I know $4 + 4 = 8$.
I know 8 and 1 more is 9.
So $4 + 5 = 9$.

Add to find the doubles and doubles plus 1 facts.

1.

3	
+ 3	
6	

3	
+ 4	
7	

2. Bill has 6 trucks.
Ashley has 7 trucks.
How many trucks do they have in all?

_____ trucks

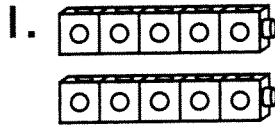
3. Peter read 7 books.
Kira read 8 books.
How many books did they read in all?

_____ books

Doubles Plus 1

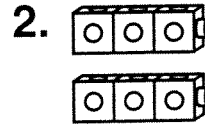
Add the doubles.

Then use the doubles to help you add.



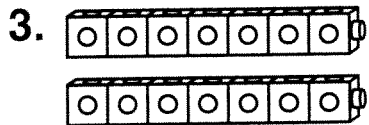
Think 5 + 5 = 10

so $5 + 6 =$ _____



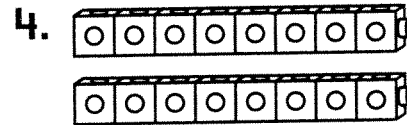
Think _____ + _____ = _____

so $3 + 4 =$ _____



Think _____ + _____ = _____

so $7 + 8 =$ _____



Think _____ + _____ = _____

so $8 + 9 =$ _____

Number Sense

5. Paco has 5 model cars.

He gets 6 more cars for his birthday.

How many cars does he have now?

☐ 12

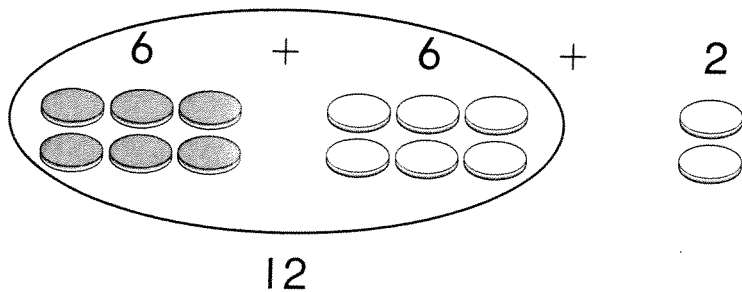
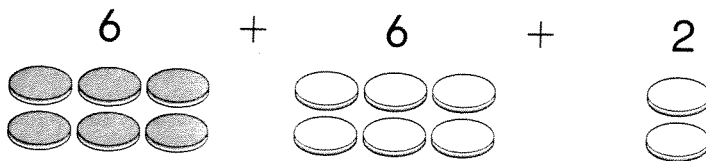
☐ 10

☐ 11

☐ 9


Doubles Plus 2


You can use doubles facts to add $6 + 8$.
Because $8 = 6 + 2$, you can write $6 + 8$ as




I know $6 + 6 = 12$.
I know 12 and 2 more is 14.
So $6 + 8 = 14$.


Add to find the doubles and doubles plus 2 facts.

1. 3 

 + 3 

 6

 3 

 + 5 

 8

2. $4 + 6 =$ _____

3. $7 + 9 =$ _____

4. Max scored 9 runs on Monday and 11 runs on Tuesday.
How many runs did he score in all?

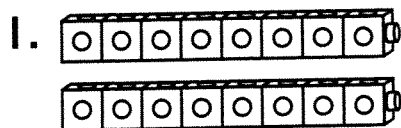
What doubles fact will you use?

_____ + _____ = _____

so $9 + 11 =$ _____ runs in all

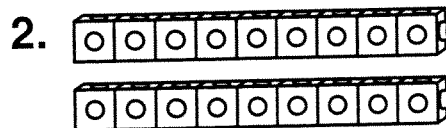
Doubles Plus 2

Draw 2 more cubes. Use a doubles fact to help you add.



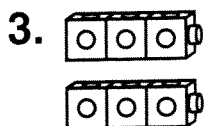
Think $\underline{8} + \underline{8} = \underline{16}$

so $8 + 10 = \underline{\hspace{2cm}}$



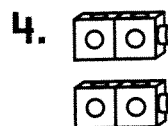
Think $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

so $9 + 11 = \underline{\hspace{2cm}}$



Think $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

so $3 + 5 = \underline{\hspace{2cm}}$



Think $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

so $2 + 4 = \underline{\hspace{2cm}}$

Journal

5. Write a story about the doubles plus 2 fact $5 + 7 = 12$.

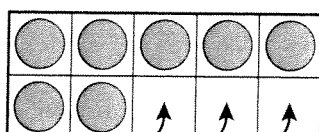
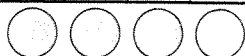
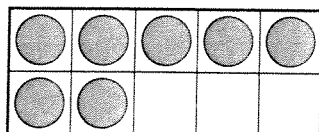
Making 10 to Add

Making 10 can help you add.

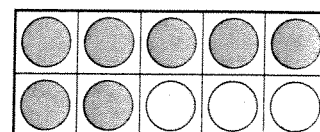
Add $7 + 4$.

Make a 10.

7 and 4 more



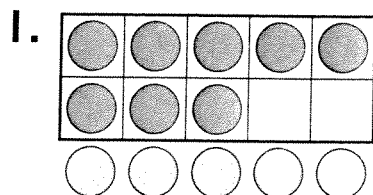
10 and 1 more



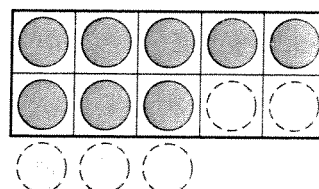
So $7 + 4$ and $10 + 1$ have the same sum.

$$7 + 4 = \underline{\quad\quad} \text{ and } 10 + 1 = \underline{\quad\quad}$$

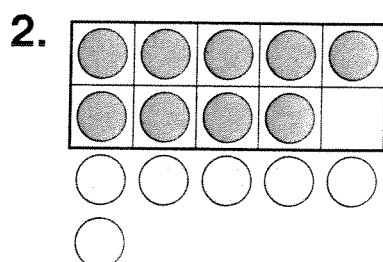
Draw the missing counters. Then write the sums.



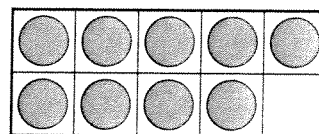
$$\begin{array}{r} 8 \\ + 5 \\ \hline 13 \end{array}$$



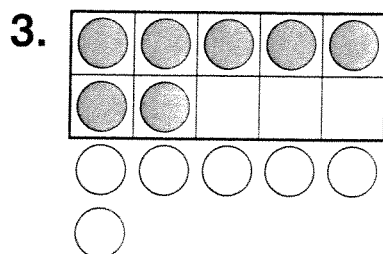
$$\begin{array}{r} 10 \\ + 3 \\ \hline 13 \end{array}$$



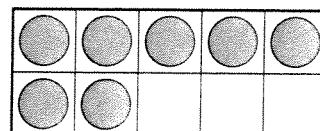
$$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$$



$$\begin{array}{r} 10 \\ + 5 \\ \hline \end{array}$$



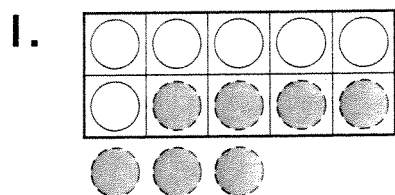
$$\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$$



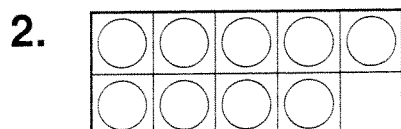
$$\begin{array}{r} 10 \\ + 3 \\ \hline \end{array}$$

Making 10 to Add

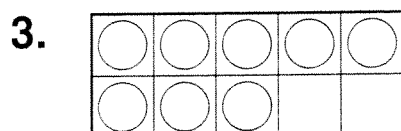
Draw the counters. Then write the sums.



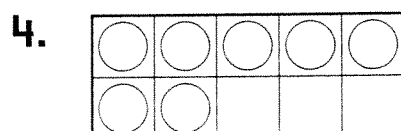
$$\begin{array}{r} 6 \\ + 7 \\ \hline 13 \end{array} \qquad \begin{array}{r} 10 \\ + 3 \\ \hline 13 \end{array}$$



$$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ + 4 \\ \hline \end{array}$$



$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ + 1 \\ \hline \end{array}$$



$$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ + 2 \\ \hline \end{array}$$

Algebra

Find the sum.

5. $6 + 5 = 10 + 1 = \underline{\hspace{2cm}}$

14

○

13

○

12

○

11

○

6. $9 + 9 = 10 + 8 = \underline{\hspace{2cm}}$

16

○

17

○

18

○

19

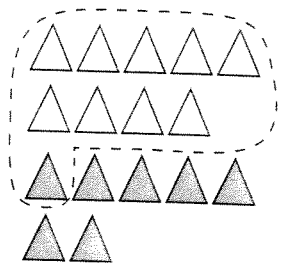
○

Making 10 to Add 9

You can make 10 to find $9 + 7$.

Draw 9 white triangles and 7 gray triangles.

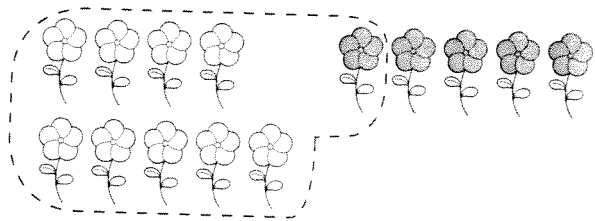
Circle a group of 10. Count the leftover triangles. Then complete the number sentence.



$$10 + \underline{6} = 16, \text{ so } 9 + 7 = \underline{16}$$

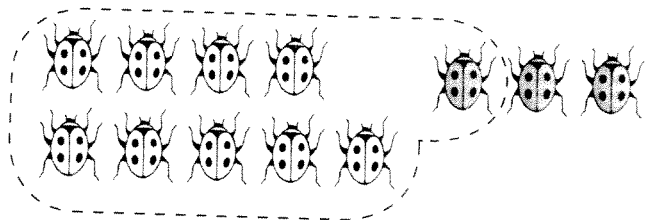
Circle a group of 10. Then write 2 addition sentences.

- Alice picked 9 flowers.
Tanisha picked 5 flowers.
How many flowers were picked altogether?



$$10 + \underline{\quad\quad\quad} = 14, \text{ so } 9 + 5 = \underline{\quad\quad\quad}$$

- Paul caught 9 ladybugs.
Cecil caught 3 ladybugs.
How many ladybugs were caught altogether?



$$10 + \underline{\quad\quad\quad} = \underline{\quad\quad\quad}, \text{ so } 9 + 3 = \underline{\quad\quad\quad}$$

Algebra

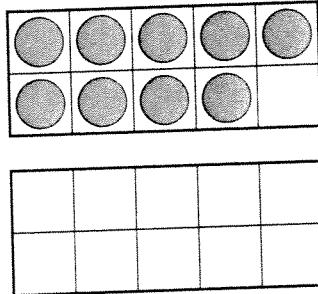
- Sam has 9 red pens and 8 blue pens. Circle all the ways to show how many pens Sam has in all.

$$9 + 8 \quad 9 + 8 + 7 \quad 1 + 8 + 8 \quad 10 + 7 \quad 10 + 8$$

Making 10 to Add 9

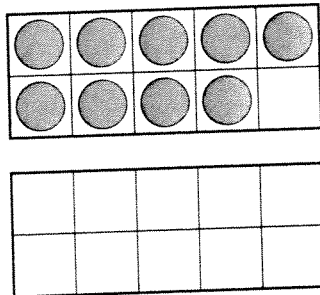
Draw counters to help you add. Write the missing addend.
Then write the sums.

$$\begin{array}{r} 9 \\ + 3 \\ \hline ? \end{array}$$



$$\begin{array}{r} 10 \\ + \square \\ \hline \square \end{array} \quad \text{so} \quad \begin{array}{r} 9 \\ + 3 \\ \hline \square \end{array}$$

$$\begin{array}{r} 9 \\ + 6 \\ \hline ? \end{array}$$



$$\begin{array}{r} 10 \\ + \square \\ \hline \square \end{array} \quad \text{so} \quad \begin{array}{r} 9 \\ + 6 \\ \hline \square \end{array}$$

Reasoning

Which number answers the riddle?

3. When you add 9 to me, the sum is the same as $10 + 8$.

☐ 7

☐ 9

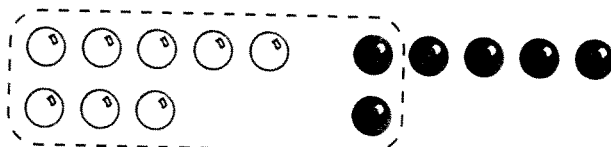
☐ 8

☐ 10

Making 10 to Add 8

You can make 10 to find $8 + 6$.

Draw 8 white marbles and 6 black marbles.



Circle a group of 10. Count the leftover marbles.

Then complete the number sentence.

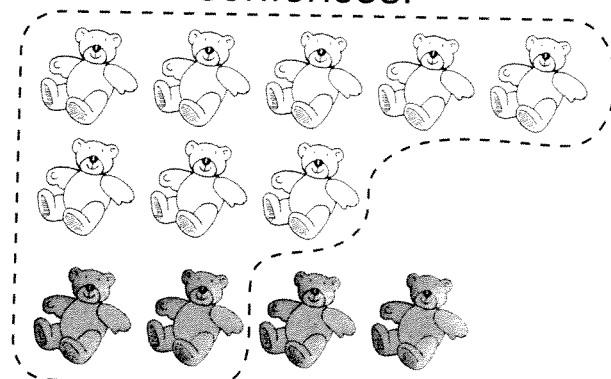
$$10 + \underline{4} = 14, \text{ so } 8 + 6 = \underline{14}$$

Circle a group of 10. Then write 2 addition sentences.

1. Kim has 8 white toy bears.

Tia has 4 gray toy bears.

How many bears do they have in all?

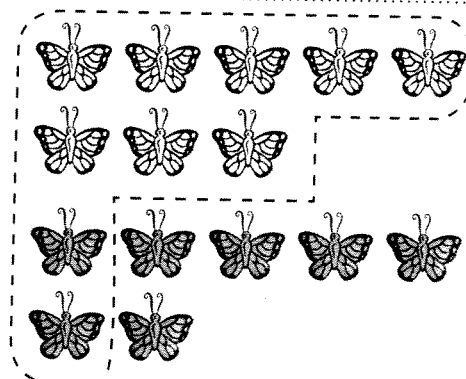


$$10 + \underline{\quad} = 12, \text{ so } 8 + 4 = \underline{\quad}$$

2. Tamika caught 8 butterflies.

Cecil caught 7 butterflies.

How many butterflies were caught altogether?



$$10 + \underline{\quad} = \underline{\quad}, \text{ so } 8 + 7 = \underline{\quad}$$

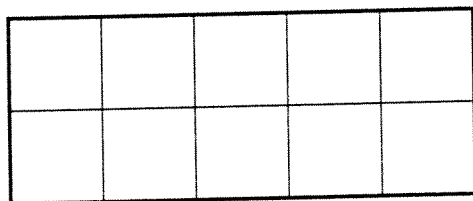
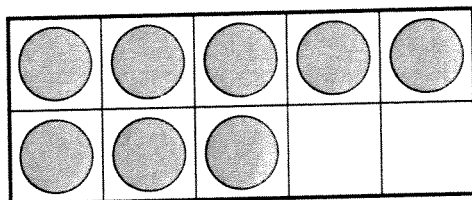
Making 10 to Add 8

Draw counters to help you add.

Write the missing addend.

Then write the sums.

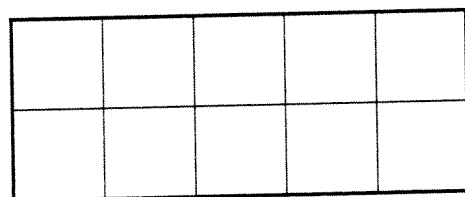
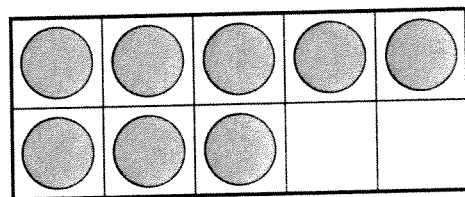
1.
$$\begin{array}{r} 8 \\ + 6 \\ \hline ? \end{array}$$



$$\begin{array}{r} 10 \\ + \square \\ \hline \square \end{array} \quad \text{so}$$

$$\begin{array}{r} 8 \\ + 6 \\ \hline \square \end{array}$$

2.
$$\begin{array}{r} 8 \\ + 3 \\ \hline ? \end{array}$$



$$\begin{array}{r} 10 \\ + \square \\ \hline \square \end{array} \quad \text{so}$$

$$\begin{array}{r} 8 \\ + 3 \\ \hline \square \end{array}$$

Algebra

Find the sum.

3. $8 + 4 = 10 + 2 = \underline{\hspace{2cm}}$

11

○

12

○

13

○

14

○

Adding Three Numbers

When you add 3 numbers, look for facts you know.
Then add the other number.

$$\begin{array}{r} \textcircled{6} \\ \textcircled{4} \\ + \quad 3 \\ \hline 13 \end{array}$$

$6 + 4 = 10$
 $10 + 3 = 13$

The numbers
are in a
different order.

$$\begin{array}{r} 4 \\ \textcircled{3} \\ \textcircled{6} \\ + \quad \\ \hline 13 \end{array}$$

$3 + 6 = 9$
 $9 + 4 = 13$

The sum is the same.

Find each sum. Add the circled numbers first.
Then add the other number.

1.

$$\begin{array}{r} \textcircled{5} \\ 2 \\ + \quad \textcircled{5} \\ \hline 12 \end{array}$$

$5 + 5 = 10$
 $10 + 2 = 12$

$$\begin{array}{r} 5 \\ \textcircled{2} \\ \textcircled{5} \\ + \quad \\ \hline 12 \end{array}$$

$2 + 5 = 7$
 $7 + 5 = 12$

2.

$$\begin{array}{r} \textcircled{3} \\ \textcircled{6} \\ + \quad 4 \\ \hline \end{array}$$

$3 + 6 = \underline{\quad}$
 $\underline{\quad} + 4 = \underline{\quad}$

$$\begin{array}{r} 3 \\ \textcircled{6} \\ \textcircled{4} \\ + \quad \\ \hline \end{array}$$

$6 + 4 = \underline{\quad}$
 $\underline{\quad} + 3 = \underline{\quad}$

3.

$$\begin{array}{r} \textcircled{7} \\ \textcircled{3} \\ + \quad 4 \\ \hline \end{array}$$

$7 + 3 = \underline{\quad}$
 $\underline{\quad} + 4 = \underline{\quad}$

$$\begin{array}{r} 7 \\ \textcircled{3} \\ \textcircled{4} \\ + \quad \\ \hline \end{array}$$

$3 + 4 = \underline{\quad}$
 $\underline{\quad} + 7 = \underline{\quad}$

Adding Three Numbers

Circle 2 numbers to add first.

Write their sum in the box.

Then write the sum of all 3 numbers.

1.
$$\begin{array}{r} 8 \\ 3 \\ + 2 \\ \hline \end{array}$$
 10

$$\begin{array}{r} 13 \end{array}$$

$$\begin{array}{r} 7 \\ 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ 1 \\ + 5 \\ \hline \end{array}$$

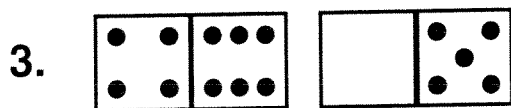
2.
$$\begin{array}{r} 6 \\ 3 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ 5 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ 8 \\ + 7 \\ \hline \end{array}$$

Spatial Thinking

Add the dots on the dominoes. What is the sum?



17

☐

15

☐

13

☐

11

☐

Algebra

Find the missing number.

4. $8 + \underline{\quad} + 7 = 17$

2

☐

3

☐

4

☐

5

☐

Problem Solving: Two-Question Problems

Jill has 6 marbles. She gets 5 more. $6 + 5 =$ 11 marbles
How many marbles does she have in all?

Jill gives 8 marbles to Sal.
Now how many marbles does Jill have?

I know Jill has 11 marbles in all.
I know she gives Sal 8.
I can subtract to find how many she has left.

$$11 - 8 = \underline{3}$$

Jill has 3 marbles left.

1. Jack has 4 model cars. He gets 3 more model cars.
How many model cars does Jack have in all?

$$\underline{4} + \underline{3} = \underline{7} \text{ model cars}$$

For his birthday Jack gets 5 model cars.
How many model cars does he have now?

$$\underline{\quad} + \underline{\quad} = \underline{\quad} \text{ model cars}$$

2. Nicky has 6 charms on her bracelet. She buys 8 **more**.
How many charms does Nicky have in all?

$$\underline{\quad} + \underline{\quad} = \underline{\quad} \text{ charms}$$

On the way home 4 charms are lost.
How many charms does Nicky have now?

$$\underline{\quad} - \underline{\quad} = \underline{\quad} \text{ charms}$$

Problem Solving: Two-Question Problems

Write number sentences to solve both parts.

1. Peter read 7 books about dinosaurs.

He read 8 books about sharks.

How many books did Peter read in all?

$$\underline{\hspace{2cm}} \bigcirc \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ books}$$

Peter did not like 6 of the books he read.

How many books did Peter like?

$$\underline{\hspace{2cm}} \bigcirc \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ books}$$

Journal

Write a second problem to go with the first problem.

Solve your problem.

2. Nate counts dogs at the dog park.

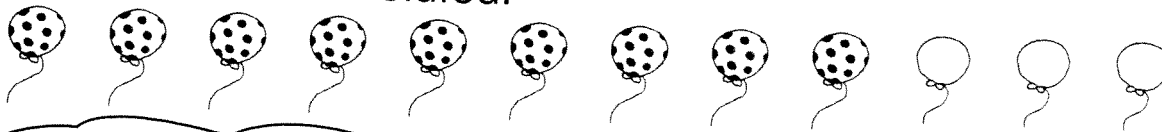
He sees 9 small dogs and 7 big dogs.

How many dogs does he see in all?

$$9 + 7 = 16$$

Using Related Facts

These two facts are related.



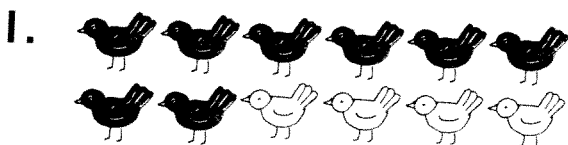
The addition sentence and the subtraction sentence have the same 3 numbers.

$$9 + 3 = 12$$

$$12 - 3 = 9$$

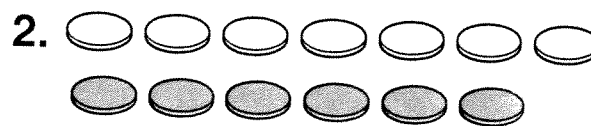
The sum of the addition sentence is the first number in the subtraction sentence.

Add. Then write a related subtraction fact.



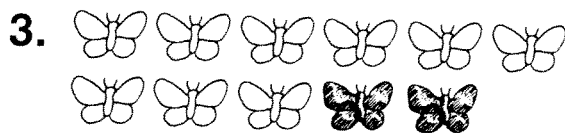
$$8 + 4 = 12$$

$$12 - 4 = 8$$



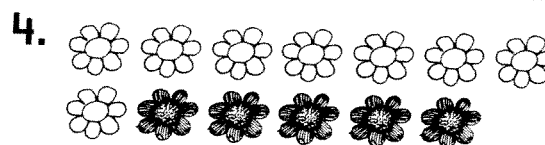
$$7 + 6 = 13$$

$$13 - 6 = \underline{\quad}$$



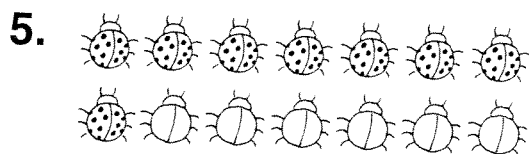
$$9 + 2 = \underline{\quad}$$

$$\underline{\quad} - 9 = \underline{\quad}$$



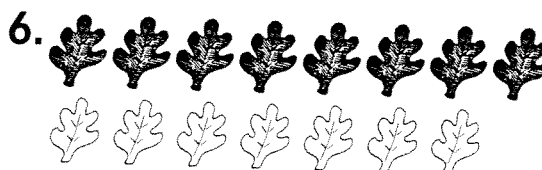
$$8 + 5 = \underline{\quad}$$

$$\underline{\quad} - 8 = \underline{\quad}$$



$$8 + 6 = \underline{\quad}$$

$$\underline{\quad} - 8 = \underline{\quad}$$



$$8 + 7 = \underline{\quad}$$

$$\underline{\quad} - 8 = \underline{\quad}$$

Using Related Facts

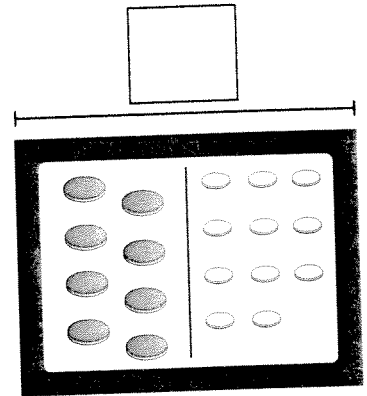
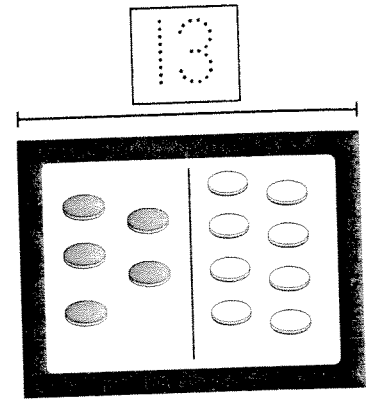
Write an addition fact and a related subtraction fact.

1. $\underline{5} + \underline{8} = \underline{13}$

$\underline{13} - \underline{8} = \underline{5}$

2. $\underline{\quad} + \underline{\quad} = \underline{\quad}$

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

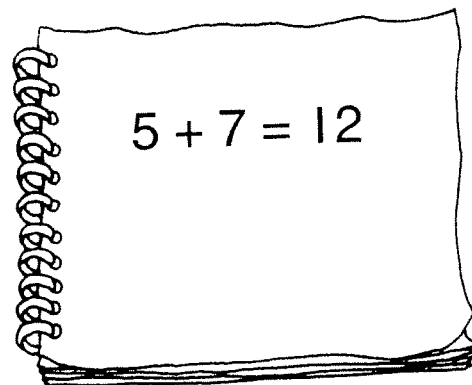


Reasoning

Solve the problem.

3. Abby's dad wrote this addition sentence on a piece of paper.

Which subtraction sentence is related?



☐ $7 + 5 = 12$

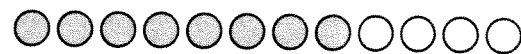
☐ $12 - 9 = 3$

☐ $12 - 7 = 5$

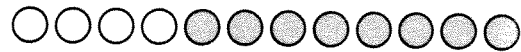
☐ $7 - 5 = 2$

Fact Families

This is a fact family. $8 + 4 = 12$



$4 + 8 = 12$



Each number sentence has the same 3 numbers.

$12 - 8 = 4$



$12 - 4 = 8$



Complete each fact family. Use counters to help you.

1.

6	11	5
---	----	---

$6 + 5 = \underline{\quad}$



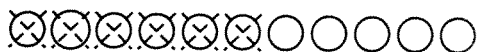
$5 + \underline{\quad} = 11$



$11 - 5 = \underline{\quad}$



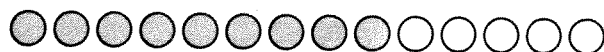
$11 - \underline{\quad} = 5$



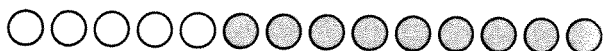
2.

9	5	14
---	---	----

$9 + 5 = \underline{\quad}$



$5 + \underline{\quad} = 14$



$14 - 5 = \underline{\quad}$



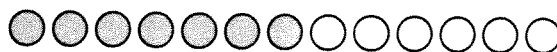
$14 - \underline{\quad} = 5$



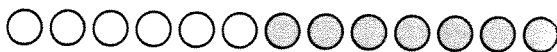
3.

7	6	13
---	---	----

$7 + 6 = \underline{\quad}$



$6 + \underline{\quad} = 13$



$13 - 6 = \underline{\quad}$



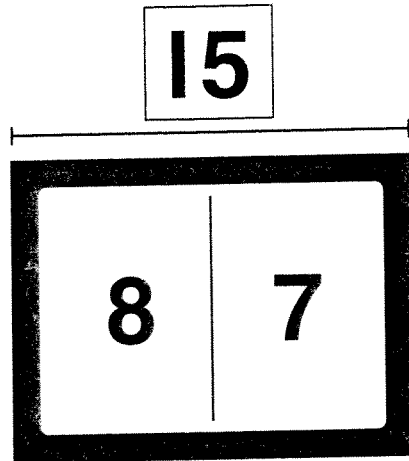
$13 - \underline{\quad} = 6$



Fact Families

Write the fact family for the model.

1.



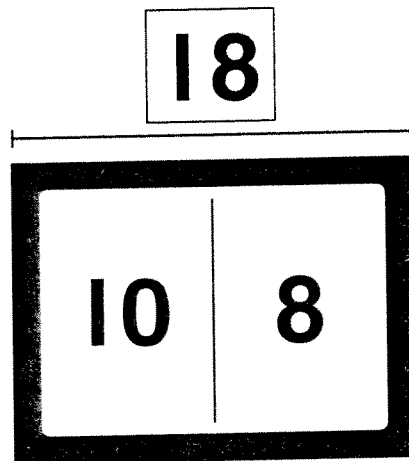
$$\begin{array}{r} 7 \\ \hline \end{array} + \begin{array}{r} 8 \\ \hline \end{array} = \begin{array}{r} 15 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \hline \end{array} + \begin{array}{r} 7 \\ \hline \end{array} = \begin{array}{r} \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ \hline \end{array} - \begin{array}{r} 8 \\ \hline \end{array} = \begin{array}{r} \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ \hline \end{array} - \begin{array}{r} \\ \hline \end{array} = \begin{array}{r} \\ \hline \end{array}$$

2.



$$\begin{array}{r} \\ \hline \end{array} + \begin{array}{r} \\ \hline \end{array} = \begin{array}{r} \\ \hline \end{array}$$

$$\begin{array}{r} \\ \hline \end{array} + \begin{array}{r} \\ \hline \end{array} = \begin{array}{r} \\ \hline \end{array}$$

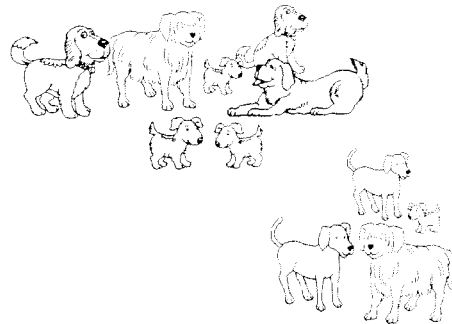
$$\begin{array}{r} \\ \hline \end{array} - \begin{array}{r} \\ \hline \end{array} = \begin{array}{r} \\ \hline \end{array}$$

$$\begin{array}{r} \\ \hline \end{array} - \begin{array}{r} \\ \hline \end{array} = \begin{array}{r} \\ \hline \end{array}$$

Reasoning

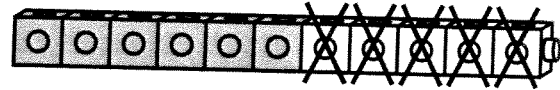
Solve the problem.

3. Which related facts describe this picture?



- ☐ $4 + 11 = 15, 15 - 4 = 11$
☐ $3 + 7 = 10, 10 - 3 = 7$
- ☐ $11 - 4 = 7, 7 + 4 = 11$
☐ $7 - 4 = 3, 7 - 3 = 4$

Using Addition to Subtract



$$6 + 5 = 11$$

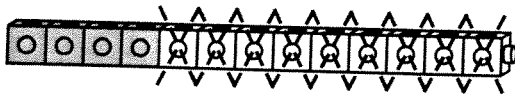
$$11 - 5 = \underline{6}$$

You can use an addition fact to help you write a subtraction fact with the same numbers.

Add. Then use the addition fact to help you subtract.
Use cubes if you like.



$$4 + 9 = \underline{13}$$



$$13 - 9 = \underline{4}$$



$$8 + 7 = \underline{\quad}$$



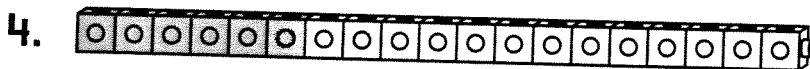
$$15 - 7 = \underline{\quad}$$



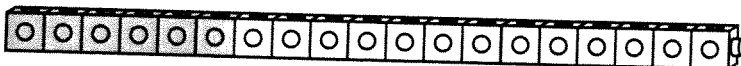
$$7 + 4 = \underline{\quad}$$



$$11 - 4 = \underline{\quad}$$



$$6 + 13 = \underline{\quad}$$

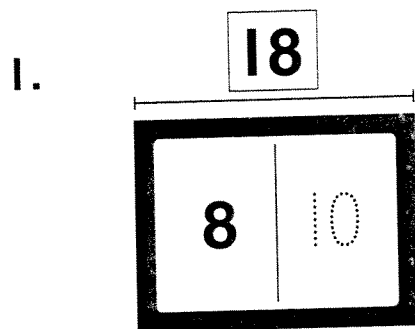


$$19 - 13 = \underline{\quad}$$

Using Addition to Subtract

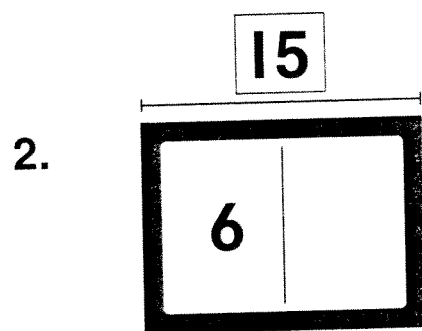
Complete the model.

Then complete the number sentences.



$$18 - 8 = \underline{10}$$

$$8 + \underline{\quad} = 18$$



$$15 - 6 = \underline{\quad}$$

$$6 + \underline{\quad} = 15$$

Algebra

3. Draw the missing shape. Then explain how you know.

If $\bigcirc + \square = \triangle$ Then $\triangle - \square = \square$

Explain: _____

4. Which addition fact will help you solve $14 - 9$?

☐ $5 + 14 = 19$

☐ $4 + 9 = 13$

☐ $5 + 9 = 14$

☐ $5 + 7 = 12$

Subtraction Facts

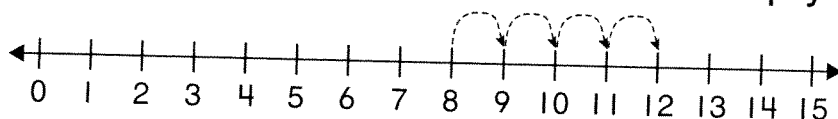
There are many ways to learn and remember subtraction facts.

One way is think about a related addition fact.

$$12 - 8 = ?$$

Think: What plus 8
equals 12?
 $? + 8 = 12$

Then you can use a number line to help you add.



By using the line,
I know that
 $8 + 4 = 12$

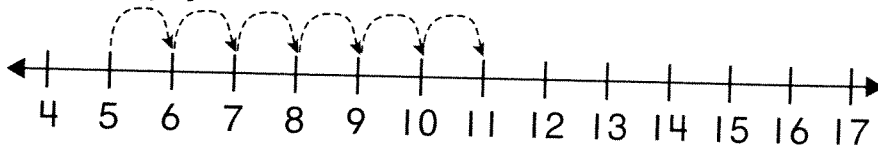
Complete the addition fact. Then solve the subtraction fact.

Use the number line to help you.

1.

5
+ 6

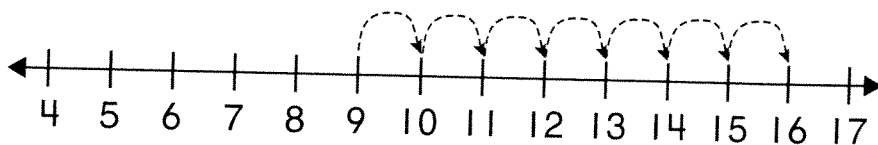
11
- 5



2.

9
+
16

16
- 9



Subtraction Facts

Complete the addition fact.
Then solve the subtraction fact.

1. $18 - 9 = \square$
 $9 + \square = 18$

2. $14 - 6 = \square$
 $6 + \square = 14$

Subtract.

3. $\begin{array}{r} 17 \\ - 8 \\ \hline \square \end{array}$

4. $\begin{array}{r} 15 \\ - 9 \\ \hline \square \end{array}$

5. $\begin{array}{r} 14 \\ - 6 \\ \hline \square \end{array}$

6. $\begin{array}{r} 13 \\ - 7 \\ \hline \square \end{array}$

Reasonableness

7. Can the addition fact help you
solve the subtraction problem?

$$9 + 9 = 18$$

$$18 - 9 = ?$$

Circle **yes** or **no**.

yes

no

Journal

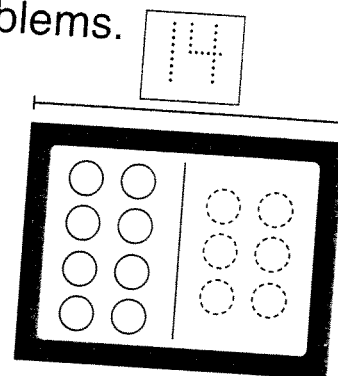
8. Solve $15 - 9$.

Use words, pictures, or numbers
to show how you solved it.

Problem Solving: Draw a Picture and Write a Number Sentence

You can write a number sentence to solve problems.

Avi played 2 games of basketball.
 He scored 8 points in the first game.
 He scored 6 points in the second game.
 How many points did Avi score in all?



You can draw a picture to help you solve the problem.
 Then you can write a number sentence.

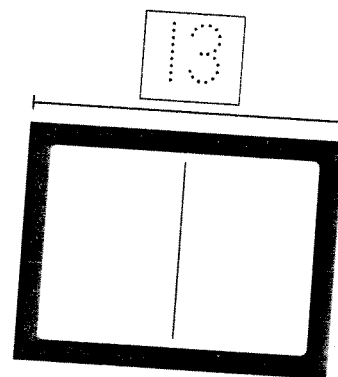
$$\underline{8} + \underline{6} = \underline{14}$$

Complete the model.

Then write a number sentence.

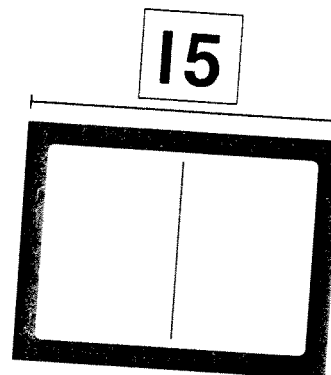
- Gina has 9 books.
 She buys 4 more books.
 How many books
 does Gina have now?

$$\underline{\quad} \oplus \underline{\quad} = \underline{13}$$



- Metta sees 15 frogs.
 7 frogs hop away.
 How many frogs
 are left?

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$



Problem Solving: Draw a Picture and Write a Number Sentence

Write a number sentence to solve.
Draw a picture to check your answer.

1. Helen made invitations for her party.
She made 7 invitations on Monday.
She made 6 invitations on Tuesday.
How many invitations
did Helen make in all?

_____ ○ _____ = _____ invitations

2. Joe started at the bottom
of the stairs.
He hopped up 9 stairs.
Then he hopped down 3 stairs.
How many stairs is Joe
from the bottom?

_____ ○ _____ = _____ stairs

Reasoning

3. Which number sentence
tells how many apples in all?

☐ $8 - 7 = 1$

☐ $8 - 1 = 7$

☐ $7 + 1 = 8$

☐ $7 + 8 = 15$

